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What's Dordt
doing about
recycling?

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VOICE

DORDT COLLEGE

Canadian flag
is raised

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Fran Ton runs
at nationals

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“As a second semester senior, he appreciated the opportunity to use what he has learned in the last seven semesters and deepen that knowledge by working through a concrete problem.”

Brian Van Donselaar has worked for Computer Services for most of his college career.

Computer practicum gives on-job experience and benefits the college

Sally Jongsma

Senior Brian Van Donselaar recently designed a software package that gives Dordt College accounting capabilities usually found only at large universities. Brian wrote a ratio-analysis program that will give comptroller Darrel Raih quick access to financial information in each of 350 accounts.

Brian, a management information systems and business administration major, spent 16-20 hours each week during second semester on the assignment as part of a practicum in business administration. The goal of the project was to give the college administration better tools to make informed budget decisions and so better use its resources.

The program, which can generate information on the percentage and amount of money spent in any of hundreds of areas, will allow Raih, as well as department heads, to trace expenditures in their area, compare them with previous years, and compare them with figures from other institutions.

“The program won’t make any decisions for us, but it will give us more information to

help us make those decisions. It will also show where our strengths lie and give a better



overview of how we have allocated funds,” says Raih.

In the past many cost studies and ratio analyses took almost more time to conduct than they were worth. Each year a private auditing company generated reports and charts on up to two dozen main accounts. The information was helpful, but not easily usable. With the present system, Raih can sit down at his computer and call up figures in a specific account, going back thirty years if he wishes—all in about two minutes.

But the college is definitely not the only beneficiary of the practicum. Brian describes his semester experience enthusiastically. As a second semester senior, he appreciated the opportunity to use what he has learned in the last seven semesters and deepen that knowledge by working through a concrete problem.

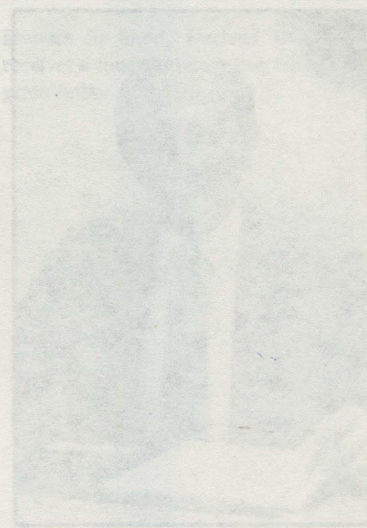
Working on the project required a variety of skills. “A program like this can’t be done in a couple of days,” he says. “Some days I would feel like I hadn’t made any progress. I would know what needed to be done, but couldn’t discover how to do it.” But persistence and dedication paid off.

The experience also developed

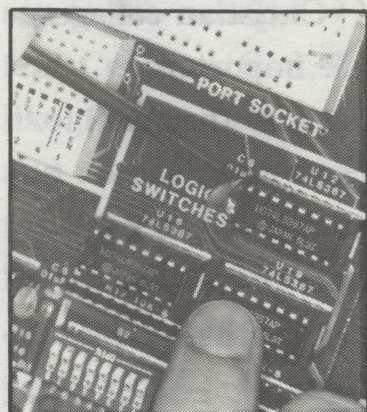
interpersonal skills important for a business administration major. He consulted regularly with Raih on the specific needs of the office and later trained others to use the program.

Documenting the program and writing a user’s manual required another set of skills. A user’s manual is helpful only if it is understandable. Brian not only had to write clearly, he also had to determine the best way to organize the information so that it could be easily understood.

Brian graduated this May, confidently looking forward to beginning a job. “I feel that my education here will allow me to compete with any other college graduate from anywhere,” he says. He is extremely appreciative of the faculty and computer staff at Dordt who were always there to answer questions and take an interest in his development as a student. He is also thankful for the Christian approach modeled and taught in his courses. “There is a good and a bad way to program,” he says. “I want to serve the user by filling a need, not dreaming up schemes to make the biggest bucks.” His practicum experience was the first step in that goal. □



Students have the opportunity to work with both software and hardware in their educational program.



Inside this issue

“The goal of higher education in general is to help students use the facts and the thinking skills they have learned to make decisions throughout their lives.”

A headline in the January 9, 1991 issue of the *Chronicle of Higher Education* read “Undergraduates at Large Universities Found to be Increasingly Dissatisfied.” A companion article highlighting the results of the two-volume report, “Liberal Learning and the Arts and Sciences Major,” points out the need for small classes and regular contact between students and professors if the educational process is to be successful. Neither are happening at many large universities, the article implies.

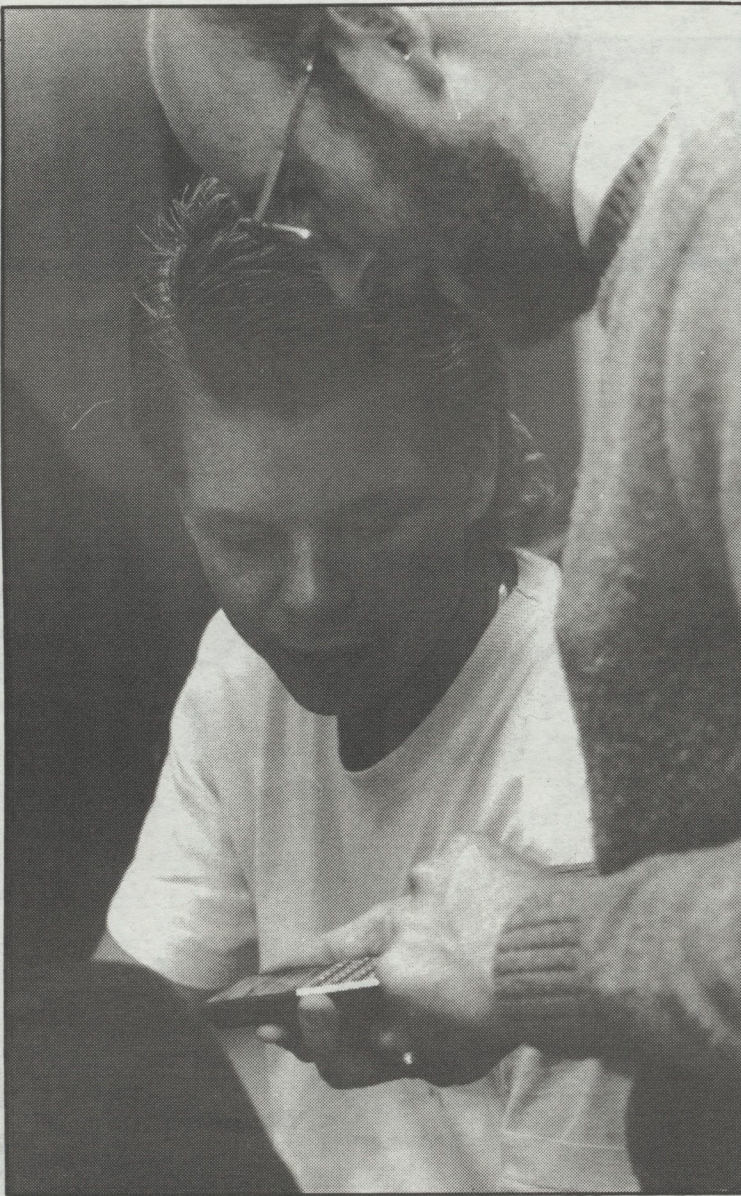
“My friends who went to small schools are doing a lot better,” says one student at a large southern university.

“With the professors, their research comes first and then their attention goes to graduate students. The undergraduates come last,” says another.

Other complaints center on videotaped lectures instead of “real” professors, classes of 500 to 1000, graduate assistants who have difficulty with English, and closed enrollment in classes required for their major.

Such sentiments make those of us who work at small, private institutions smile and feel reaffirmed in what we are doing. Our traditional emphasis on good teaching seems to be coming into vogue.

Results from assessment testing done for Dordt’s upcoming North



Central reaccreditation process verify the value of this approach. In summarizing the results of the tests, Dr. Paul Moes, associate professor of psychology writes, “Unquestionably, students at Dordt College continue to feel that faculty provide a great deal of individual attention. Students continue to rate each item for this area with more favorable responses than normed scores.” In general, Moes goes on, students feel that faculty are sensitive to

their needs both in class and out of class.

Students also rate the quality of instruction higher than the national norms for the test with which Moes was working. And they feel satisfied with the flexibility of scheduling and availability of courses they need and want.

But we cannot afford to be smug. Whether in large universities or small colleges, having small classes and accessibility to

professors is not enough. The report, “Liberal Learning and the Arts and Sciences Major,” also urges schools to structure the major so students can build on the knowledge they gain, tying it together in a final capstone course.

Several years ago Dordt introduced GEN 300, an interdisciplinary “capstone” course required of all students. Although some students would rather take a more career-specific course, many have found it challenges them to think through issues in their lives and in the culture around them.

More specifically, the goal of such courses and of higher education in general is to help students use the facts and the thinking skills they have learned to make decisions they will have to make throughout their lives. Small, academically-committed liberal arts colleges with a clear vision for the values they want to instill in their students have an advantage.

But the process is not easy and is never finished. Dordt continues to refine its curriculum offerings and pedagogical techniques to find the best way to ensure that a Christian college education really does make a difference in the lives of its graduates.

In this issue we feature several students and recent graduates. Our hope and prayer is that they continue to use the insight they have gained to live their lives in service to their maker and each other. SJ □

From the president



Dr. J.B. Hulst

Some time ago I received a request from the Education Committee of a Christian Reformed church, asking me to write an article for their church paper regarding the importance of a Christian college education.

I responded to this request by writing the following piece:

When young people graduate from high school they face a number of decisions—among them the possibility of further education. In making this decision, Christian young people will inevitably confront the question: Why a Christian college?

Some point out that it is important to attend a Christian college because it is during our years in college that we make our career decisions. Since it is important that we spend our lives in Christian service, no matter what our vocation, we must be directed by a Christian perspective in choosing the careers to which we will dedicate ourselves. This, of course, is a good reason.

Others insist that Christian young men and women must

go to a Christian college because it is in college that we often meet our future spouses, our partners for life. Since Christians are not to marry non-Christians, we must place ourselves in a life situation where we can meet and date those who share our belief in and commitment to Jesus Christ. This is also true.

Still others emphasize the importance of attending a Christian college because it is in college that we confront issues that seriously challenge the foundations of our Christian faith. It is essential that we attend Christian colleges where we can face these issues under the direction of professors who are committed to the Word of God. This, of course, is also a good reason.

In the final analysis, however, it is important to attend a Christian college for the same reason it is important to attend a Christian grade school or a Christian high school. Even though education becomes more and more specialized as it moves from the primary grades to the

college level, the need for Christian education at each level is basically the same.

What is that need, that reason?

In education we are engaged in studying the various aspects of the world and our place in it. But, along with John Calvin, we acknowledge that we cannot truly understand God’s creation without the “spectacles” of the Bible. It is God who through Jesus Christ created the world, redeemed the world, and will one day bring about the establishment of the new heavens and the new earth. Apart from this creation/fall/redemption/restoration perspective of the Bible, we cannot expect to truly understand the world and our place in it.

This is precisely what Christian schools and only Christian schools provide, i.e., a biblical perspective on life and learning. Indeed, Christian colleges do provide counselors to assist in career choices; there are other Christians to meet, date, and perhaps marry; and there are Christian professors

who can guide us in dealing with issues that challenge and even threaten our faith. But ultimately Christian colleges are important because they enable us to understand ourselves and our world from the perspective of the Bible, the only infallible rule for faith and life.

Only Christian schools provide such a biblical perspective. Therefore it is important, even essential, that young people attend a Christian school and a Christian college.

I am sharing this article with the readers of *The Voice* because I sense that this is becoming an issue throughout our constituency. More and more high school graduates are asking, “Why should we go to a Christian college?” And, as the costs of college education increase, parents are asking, “Why is it important that we send our children to a Christian college?”

I wish to submit the above as an answer to the question: Why a Christian college? I do so in the hope that parents, counselors, and pastors will discuss the answer with their children, students, and young people. □

“Christian colleges are important because they enable us to understand ourselves and our world from the perspective of the Bible.”

Soundings

Commencement Address 1991

Silly Hats and Funny Bathrobes: A Tribute to God's Strength to Love

Dr. Verne Meyer

Graduates, Parents, Friends, Staff, Faculty, and Administration:

Welcome to the game, already in progress, called "Silly Hats and Funny Bathrobes." The five rules are simple:

Rule #1: Everybody is on the same side.

Rule #2: Only those students who passed their exams get to play.

Rule #3: All faculty get to play whether they can pass their own exams or not.

Rule #4: All students who stay awake while the speaker is talking get to graduate "magna cum pats on the back."

Rule #5: Afterward, all players go outside, shake hands; most of them laugh; a few cry; and everybody has a party.

The Dutch philosopher Johann Huizenga correctly contends that we humans are all, by our natures, playful creatures. We are all, he says, *homo ludens* or "human players." We establish games, ceremonies, and festivals through which we find fulfillment and identity. The way we play, and the reasons why we play, argues Huizenga, distinguish our particular playing, and define us. This morning, as part of the game called "commencement," but renamed "Silly Hats and Funny Bathrobes," we're going to look at how we define ourselves by the way we play this game. In order to do that, we'll take a brief look at three aspects of the game: (1) the history, (2) the participants, (3) the purpose.

Part 1: The History

The game we are playing is an old game—at least five centuries old: and many of the guidelines we use to shape our play are the same guidelines used in secular institutions. Rules regarding these play clothes are a good example. Shirley Matheis, our theatre arts costumer, explains that the guidelines she followed while making all of the faculty hoods are universally practiced by institutions in the European academic tradition.

Shirley Matheis says that during the Middle Ages, a cross section of the European populace commonly wore the gown as a warm over-garment or coat. They used the hood to keep their heads warm during cold weather. However, during the 16th century, styles changed for most people. Only two groups, academics and clerics, continued to use the garment.

Over the years the academic world made some alterations in the design, and ascribed symbolic significance to some of the parts. For example, three symbols in-

dicate that Dr. Marian Vander Ark has a doctorate: the three bars on her sleeve, the width of the velvet trim on the hood, and the length and shape of the hood. The colors also tell a story. The crimson and gold inside the hood are the colors of the University of Denver from which she graduated. But probably the most significant symbol is the color of the velvet trim on the hood; this light blue tells you that Ms. Vander Ark has a degree in education. In short, these symbols, like a number of other elements in Dordt's ceremony, are about the same as those used in a ceremony at a secular institution. The similarity signifies that Dordt is part of an international academic community that includes Christians and non-Christians.

But there are also differences. At Dordt, we profess that God is omnipotent—that he has unlimited strength. In his book *The Strength to Love*, Dr. Martin Luther King explains the demands of action-oriented love. The potential effectiveness of action-oriented love, he suggests, is limited by one's resource to love. When we confess an omnipotent God, we confess that God has an unlimited resource by which to love. He reveals that unlimited resource by comprehensively

redeeming all of his creation, and by including us in the command he gives to Adam: "I have made you, and I have made a garden for you. Take care of it—all of it." Because of our confession, we don't have the option to say to the omnipotent Creator, "God, I like potatoes, carrots, and corn, so I'll care for those rows. But I hate peas—you take care of the peas yourself."

The hoods of many colors hanging from the necks of the faculty show that Dordt College is serious about tending all the rows. The many fields of study represented on the banners on these walls, and listed on the programs after the names of these graduates, demonstrate that we're about our Reformed confession: the whole garden is God's and we're called to tend all of it. Now in a humanistic institution, it's different. The variety of symbols representing disciplines are worn by scholars as a form of self congratulation for mastering culture. But at Dordt College, the menagerie of symbols and rainbow of colors are our tribute to God's strength to love that makes Christ king of culture. In short, we share much with humanists in the history of the game, "Silly Hats and Funny Bathrobes," but we play it very differently.

Part 2: The Players

To talk about the players in this game, I must tell the story of my own college graduation—back in the olden days, 1968. Before cars were invented. My sons would quip, "Before horses were invented." It was a time when campus life included intense, daily discussions concerning current events like the Vietnam War and the civil rights movement.

During those discussions we college students challenged many customs and institutions. When those challenges grew out of the rich humus of positive principles, the challenges were necessary, timely, and healthful; but when the challenges lacked that principal soil, they were merely fashionable or worse. Two days before graduation, a few of my friends and I toyed with the fashion of boycotting the graduation ceremony because it reflected frivolous, institutionalized custom out of touch with the real world.

I picked up the phone to warn my parents. I dialed the number, 612-978-5634, to reach out and touch someone on a farm in Minnesota. My dad answered the phone with his usual greeting. Our conversation went something like this:

Ring, ring, ring . . .

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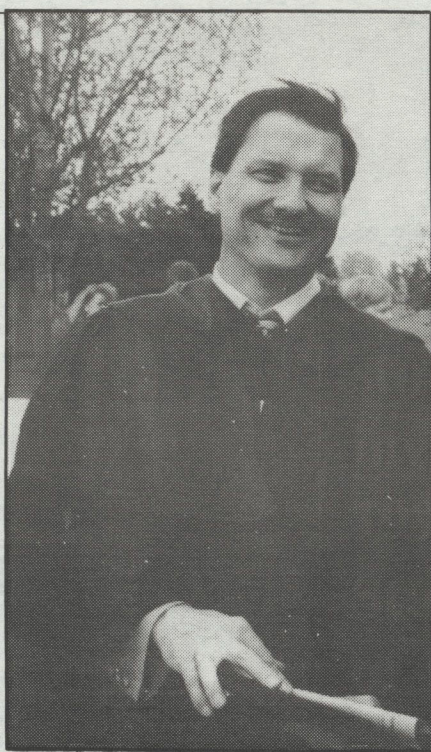
Flowers in hand, Darlene De Jong receives a congratulatory hug from her grandfather.



"Because of our confession, we don't have the option to say to the omnipotent Creator, 'God, I like potatoes, carrots, and corn, so I'll care for those rows. But I hate peas—you take care of the peas yourself.'"

“God’s Strength to Love” Leaving Dordt to tend the garden

Continued from
previous page



Dr. Verne Meyer

“You’ve worked with these professors to understand how the antithesis, the battle which Satan wages with God, is not merely a topic for academic banter.”

Click. “Yello, this is Leo.”
“Ya, dad, this is Verne.”
“Ya, Verne.”
“Ya, ah, Dad.” (Long distance rates were cheap in 1968.)
“Ya, my boy. So you’re gonna graduate. That’s great. Mom is in the bedroom packing the suitcase right now. Tomorrow we get in the Chevy and head for the college.”
“But, ah, Dad. That’s why I called. I, ah, don’t think I’ll graduate.” (Long pause.)
“You didn’t flunk, did you?”
“Oh, no, no. That’s not it, Dad. My friends and I just think this stuff is silly. It detracts from what’s going on. I mean, you hear the news. Dad, the Tet Offensive is ripping South Vietnam apart. People are dying by the thousands. My friends are there. My brother’s there, you know that. And look what’s happening in the Civil Rights Movement. Malcolm X is dead; this month King was killed. Newark and Detroit are ashes, and now riots are tearing up Chicago, Washington, Baltimore. . . . Dad, this ceremony stuff is nothing but an old fashioned costume parade that’s out of touch. I mean, it’s silly. It’s in the way.”
(Another long pause.)

“Ya, my boy, and just who is graduating?”
“What do you mean?”
“Who’s graduating?”
“Well, I am.”
“Uh huh. And what about your mom? And me? And your brothers and sisters, and uncles and aunts, and neighbors? Don’t we get to graduate too?”
“Awe, come on Dad. You know most of them don’t even know about the graduation, and they wouldn’t come anyway.”
“How old are you, my boy?”
“What do you mean?”
“How old are you?”
“Ah, twenty-two.”
“That’s the point. You’ve been working at this education for five years, but we’ve been working at it for twenty-two. Longer even. And I know things ain’t so nice in this world right now, but that’s why we’ve been working. So we can do something about it. Now listen, my boy, Mom’s gonna finish packing that suitcase, and tomorrow we’re gonna drive out to the college. Now I don’t care if you don’t want to graduate or not, but we do. And since you’re the guy who has to wear the hat and bathrobe, you get up there, ya hear? Now, how’s the weather out there . . . ?”

Well, things “ain’t so nice” in this world right now either, are they? Dr. Paulo Ribeiro, who teaches electrical engineering, says he’s concerned that you will be able to show the tolerance and love in an intolerant, multi-ethnic, global community. Dr. John Visser, who teaches business, tells me he’s concerned that the decisions you make in the profit-oriented business world will be courageous decisions based not just on profit—but on love for all parties affected by those decisions. And Dr. Pam Veltkamp, who teaches chemistry, tells me that she’s concerned that those of you heading for graduate school will have the courage and wisdom to communicate Christ’s love in an environment driven by evolutionary theory, New Age philosophy, and a disdain for God.

Then there are the things closer to home that “ain’t so nice” either. Within these walls this year, we cried and prayed together when a young man who should be sitting here, died. In just a few weeks, within these walls, Synod, the big, annual family reunion of the Christian Reformed Church will take place. If the stories I hear are accurate, quite a number of family members, on both sides of controversial issues, are so disappointed with their brothers and sisters that they’re ready to walk away from each other—to refuse to come to another reunion. Everything in the international world, the business world, the academic world, our circle of friends, our families, and our churches “ain’t so nice” right now either, is it?

But, you know that. You’ve studied about it. And you know why. You’ve worked with these

professors to understand how the antithesis, the battle which Satan wages with God, is not merely a topic for academic banter. It’s reality. Disobedience in this garden during Adam’s time is a historical event which is the reason why things “ain’t so nice.” The antithesis is a battle over property rights that cuts across every row in the garden—across every discipline represented in this rainbow of colors.

And that’s why we’re here—communally busy with Christian education—because we’re communally responsible for every row. Christian education is part of our responsibility to claim the property rights of our omnipotent God who showed his strength to love by earning the garden twice. First, he made it; and then, with his son, he bought it back again. We know this. And because we know this—that the garden is his garden, that we are his gardeners, and that our academic work is his work, we *homo ludens* take time out from garden work to play this game, to dress up, and to laugh together—even though things “ain’t so nice.”

So, who’s graduating? Why, whoever has been tending this section of the garden. Congratulations Class of 1991, we’re proud of you. Congratulations faculty, we’re proud of you. Congratulations families and friends, we’re proud of you. However, to meet the rest of those who have been tending this section of the garden, you have to read Dr. Mike Vanden Bosch’s new book on the history of Dordt College. You have to travel with the farmers and teachers who drove long distances over snow-covered country roads to meet in living rooms and church basements to dream about building a college in

Bruce Kuiper joins ranks of Dordt students teaching in China

Lavonne Bolkema

Bruce Kuiper, a 1990 graduate of Dordt College, will be one of 160 people chosen by the English Language Institute/China (ELIC) to teach English in China during the 1991-1992 school year.

The English Language Institute/China, based in San Dimas, California, is a nonprofit education institute that sends Christian teachers to serve in China. Each year China requests more qualified professionals to come to be a part of their efforts to keep up with the western world. In the past ten years ELIC has sent over 1,000 teachers to the People’s Republic of China. Several of these teachers have been Dordt graduates.

Although he graduated last spring, Kuiper furthered his studies at Dordt College during the past school year and has now

completed a major in communication, a major in English for secondary education, and a minor in psychology.

He has also worked part-time at radio station KDCR-FM for several years as announcer. Recently he has been training other KDCR student workers and helping as sound technician for events in the Dordt College chapel/auditorium.

Students of Western Christian High have already seen Kuiper put his teaching skills to work as a substitute this spring, too. He logged some 100 teaching hours, he says.

Kuiper’s charges for the coming year will be Chinese college and university students preparing for education-related careers. He will be part of a six-person team assigned to a university. Nearly 60 schools will be served by the 1991 ELIC program. Kuiper’s ser-

vice site hasn’t been determined yet, he says, but he hopes to know soon.

“I don’t even know what to begin to pack because the range of temperature is wide from the southern provinces to the northern ones.”

Kuiper will live in university housing and be a resident instructor with the faculty. “I’m told the Chinese treat foreigners quite well,” he says. That is relative, though, depending on the university’s means. “My housing will probably be similar to Dordt’s dorm units, but it will be more spacious than my colleagues’ quarters.”

The mystique of the Orient was a factor in Kuiper’s pursuing the ELIC opportunity. “I’ve always been interested in China,” Kuiper says, “from childhood on. I guess I thought of it as an exotic land, sort of end-of-the-world.”

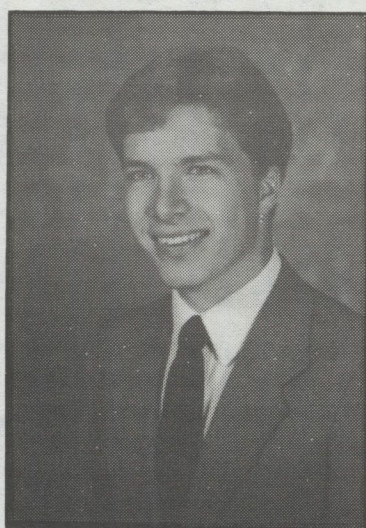
In recent years the smoldering interest was fanned aflame by his college experiences. “Dr. Helen Westra and I talked quite a bit about her work in China,” he explains, “and when I took the Far East History course with Professor Koekkoek, I discovered even more. China has a whole different culture; it’s different from what people may think.”

His curiosity peaked when an ELIC representative visited Dordt’s campus. “I had a desire to do something different with my teaching degree,” he says, “and I’m glad this is working out.”

In August he will fly to California for one month of ELIC training before heading for China. Meanwhile, he is raising financial support through personal contacts.

ELIC provides information on their China program to anyone interested. Call 1-800-366-3542. □

Bruce Kuiper



Feature

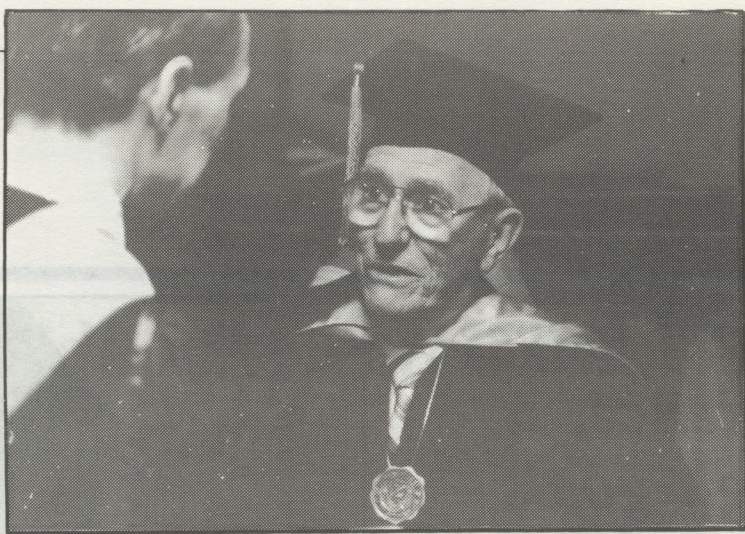
the middle of their cornfields. They, too, worked hard in this section of the garden. To the hundreds of other men and women who deserve to play the game today, congratulations, we're proud of you.

Part 3: The Purpose

Class of 1991: The Christian poet T.S. Eliot writes about a character named J. Alfred Prufrock who stands at the top of a stairway looking down. "Do I dare, do I dare, do I dare descend the stair?" he asks. Full of fear of what's ahead, and full of fear that he may not be able to deal with what's ahead, timid Alfred Prufrock asks the question we all ask now and then.

The novelist and short story author Herman Melville writes about the character, Bartleby the Scrivener. When Bartleby is called to action that requires more of him than he's willing to give, he simply chooses not to act with the reply, "I prefer not to."

In a few minutes, graduates, you will be called to action that requires you to descend this stair. To take off the silly hats and funny bathrobes and go to work in the garden. But as you approach this



Former president Rev. B.J. Haan and other founders of Dordt College have worked hard "tending the garden" so that today's graduates are prepared for what lies ahead.

step, looking down the stair, knowing full well that you're called to a life of action in an impatient self-serving international world, in a pressure-packed business world, and in a confused academic world, please know that it's all right, in fact it's healthful, to ask the question of J. Alfred Prufrock.

Do I dare, do I dare, do I dare descend this stair?

Prufrock's question is OK. Abraham asks it. Moses asks it. David asks it. Just remember when you ask, "Do I dare descend this stair?" that it's a trick question. The very act of asking implies that you have the option to decline—the option to say, "I prefer not to." The mandate calling us to action in the garden is not a polite invitation. It's a command—a very challenging command that calls you to a life of action which will include success, but it also will include

failure. And this is my concern. I'm concerned about how you will respond to failure. I've seen young, passionate Christians become frustrated reformational drop-outs.

Remember, Class of 1991, the call to action in the garden is a tough command, but it's also a promise. It's a covenantal promise rooted in creation, and renewed to Noah, to Abraham, and to you. It's the covenant-keeper's promise who used his omnipotent strength to love to make Easter a one-time historical event that has been over for nearly two thousand years. And because it's over, the whole garden, including you, belongs to him. That means while you will experience failure, as well as success, you need not share Bartleby's fear of failure. It means that you can face failure because God calls you to fight, but not to win. He took care of the winning himself—that's what Easter is all about.

So when you succeed, have fun and praise God. But when you fail, forgive yourself, and go on in confidence knowing that that same historical God/man, Jesus, who sprang to life two thousand years ago, covenants with you, with us. He promises to bless you and keep you. He promises to use your service, in whatever row you've been assigned. He promises to bless the victories and the failures, and to use both at this point in history to wash off a little more of the dirt that pollutes his rainbows of color.

Now that's some promise. That's some love. That's some victory! That's worth taking time out to pack the suitcase, to start the Chevy, to dress up, and to play the game. Why? Because the game is our tribute to God's unlimited strength to love—a love which enables us to use Christian education to serve him in his garden.

Congratulations to all you players in this round of "Silly Hats and Funny Bathrobes!" And special congratulations to this special group of players who today move their tassels from the right side to the left. We love you, and may God bless you! □

“He promises to bless the victories and the failures, and to use both at this point in history to wash off a little more of the dirt that pollutes his rainbows of color.”

A semester in Washington makes faith concrete

Christine Van Belle

I spent the fall semester of the 1990-91 school year in Washington D.C. on the American Studies Program (ASP). This program, supported by the Christian College Coalition, is based in a newly-remodeled building one mile from the Capitol. The building includes a classroom/cafeteria, library, lounge, and housing for up to 42 students. My semester included two parts: studying three areas of U.S. policy with students and professors at the ASP and working in an internship with Dordt alumnus Attorney Ruth Harthoorn.

Three afternoons a week were dedicated to class time. The semester kicked off with a two-week foundational unit that helped us explore three Christian perspectives and the implications of these views for the role of a Christian in the political scene. After establishing that Christ is the foundation for our lives and work, we discussed the implications this fact has in the political sphere. Four to five weeks were spent studying each of three different areas: domestic, economic, and international policy.

The domestic policy unit explored the Civil Rights Act of 1990; the economic unit looked at the Spotted Owl crisis in the Pacific Northwest; and the international unit focused on the crisis in the Middle East. I found the international unit especially exciting

as we watched events unfold daily in Kuwait and Iraq. We were always encouraged to go directly to the sources of information. It was not enough to read the newspaper or watch TV. We visited Congressional offices, sat in on press conferences and talked with lobbyists and think-tank members.

It soon became clear to us that the issues were more than democratic vs. republican, conservative vs. liberal. Christians could be found on all points on the spectrum. The professors at the ASP pushed us to search for biblical truth and forget these labels.

The rest of my time as a student on the ASP was spent on my internship. Internships are available to ASPers in a variety of areas all over Washington, from Congressional offices, to think-tanks, to the White House. I worked with Attorney Ruth Harthoorn, a defense lawyer in the D.C. juvenile court system. I shadowed her as she spoke with clients, interviewed witnesses, and delivered cases in court. I was fortunate because she allowed me substantial responsibility in assisting her in preparing cases. My experiences helped me narrow down my own career goals.

The four months I spent on the ASP are the most memorable in my academic career. Many of the other students were not even familiar with the term Reformed. I was filled with a new joy in Christ by learning from peers

who had grown up in other traditions. As we discussed and listened to each other, the foundation we all had in Jesus Christ was made very real to me. I was seriously challenged to question my own heritage and weigh it against the truth of the Bible. The question was no longer, what does the Heidelberg Catechism or the Belgic Confession say but how does the Bible address these issues. Often, after searching the Scriptures, I felt a renewed appreciation for the conclusions reached by our forefathers. In many ways, I've come to love the doctrines the Reformed tradition is based on. But the reality of Christ teaches me that denominations are a secondary issue.

I had three roommates at the ASP. One was Mennonite, one was unsure of her background, and one was Presbyterian. The issues we studied were urgent and rapidly changing the face of Christianity. Although there is a place for theological debate, the state of the world was and is too dire for us to squabble on these issues.

I also came to feel deeply that the basic beliefs that shape my life make a radical difference in my daily living. Often after a day of intensely studying the situation in the Middle East, it seemed our world was hell-bent on its own destruction. But in our units of study, when the world looked very ugly, Professor Steve Garber



would wisely say, "It doesn't have to be this way." Christ's salvation is a message of freedom and of hope. The reality of Christ is that the world doesn't have to carry the appearance it does. We must not look to the Republicans or the Democrats for the answer, but to the Word. If we navigate by the truths of the Bible, there is hope. Our joyful task as Christians is to alert the world to this hope.

The American Studies Program would be beneficial for anyone who would dare to take the challenge. It has given me a fresh perspective on Dordt. My awareness of world issues has increased, and I have learned to evaluate them in light of biblical truth. Finally, God used the American Studies Program to renew within me the joy of my salvation. That alone makes the ASP a worthwhile experience for anyone. □

Graduation is always a bittersweet time. Junior Christine Van Belle, left, and senior, Dawn Nykamp, celebrate the end of one phase of their lives.

“Finally, God used the American Studies Program to renew within me the joy of my salvation.”

Business major Steve Mantel leaves Dordt with practical experience, a concrete direction, and high goals

“I was grateful for the amount of computer time I had at Dordt. One of the real advantages that Dordt has over the bigger college has to be the fact that Dordt students have more access to computer facilities.”

Jean Zondervan

For Steve Mantel, a few paints, mixed with a splash of talent and a willingness to step out, have painted his college days with colorful experiences, and, God willing, sketched a bright landscape for the future.

Steve is a 1991 accounting/business administration graduate from Terrace, British Columbia. When he came to Dordt in 1987, he already had three summers of work experience in his own sign painting business.

At age thirteen, he started Steve's Novelty Windows by going around to businesses in Terrace with a portfolio of seasonal drawings he had done. He offered to paint their windows with holiday designs or designs for special events.

“That went really well,” says Steve. “The next summer, my mom bought a craft store and needed a sign to put in front of the store. I painted her one, and it looked pretty good. I took a picture of it and brought it to the local sign painter and asked if I could hang around to learn the business. He offered me a job. Since I already had a 9-5 job at the local art gallery, I worked from 6-10 every night for him.”

The following summer, he worked full-time painting signs. After he finished grade 10, at age fifteen, Steve decided to try setting up his own sign painting business. He ordered some paints from Vancouver, built himself a table, and set up shop in his parents' double garage.

“It was easy to get off the ground because overhead costs were minimal. Basically, all I needed was a box of paints. I started out with a few jobs that I got from my old boss, painting van and semi-truck doors. Those kind of jobs aren't much fun

because often someone's welding or pounding on the trucks at the same time you're working.”

“After that, it just kind of steam-rolled. I had an uncle who ran a trucking company, and I did his fleet. And then a new moving company called me—I made almost five thousand dollars doing just that.”

Steve kept his sign painting going during the first two summers after he began attending Dordt. While at school, he also worked as graphics editor for the *Diamond*.

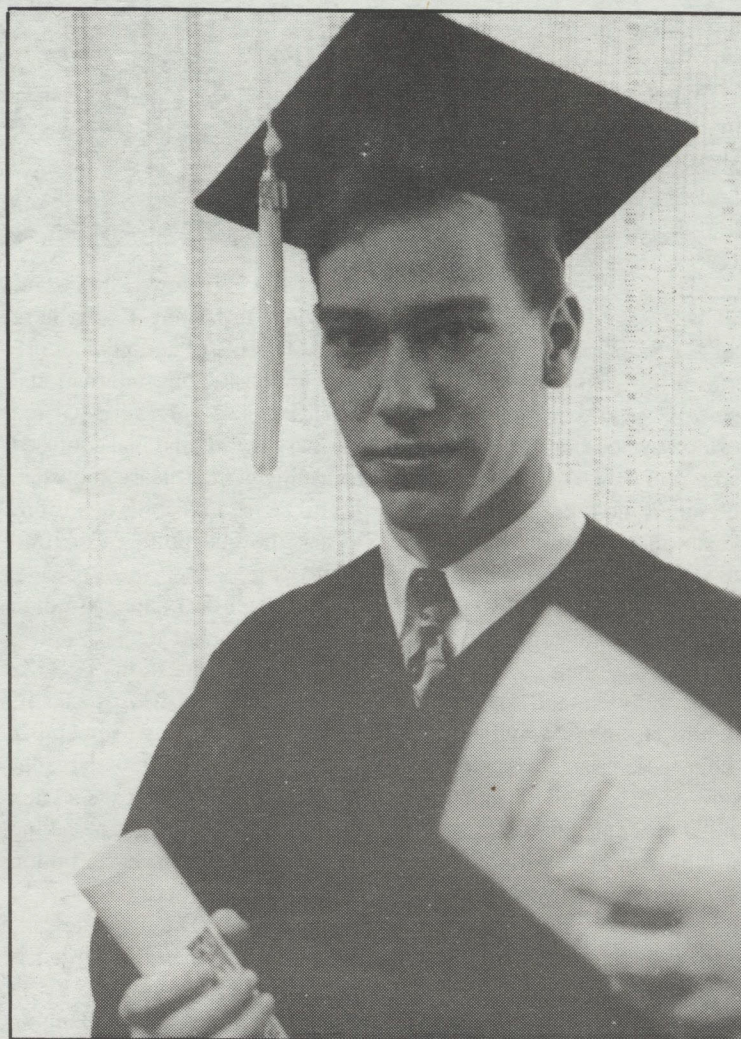
“I really like the art side of things, but my first love is still business. I found that in running my own business, I enjoyed keeping the books and working with the clients more than doing the art.”

During the second semester of his junior year, while on the Chicago Metro program, he was able to make the leap from painting to corporate finance. On the program, he worked as an intern for Heller Financial, a wholly-owned subsidiary of the Fuji Bank, the largest bank in the world. Toward the end of his semester, Heller asked him if he'd like to stay on for the summer.

“I couldn't refuse,” says Steve. “It was a great experience. I worked as a financial analyst, if you had to put a name to what I did. Basically a lot of it was crunching numbers. But I also got to go to Boston during the summer to do an audit on a computer company there.”

Although working for a corporate finance company is a vastly different experience than running a paint shop in a garage, he was prepared to make the jump.

“Working at Heller was intimidating at first, especially while I was learning the computer system. The summer was great because I knew the people I



Steve Mantel

worked with. Plus a lot of my job was confined to spreadsheet work on Lotus, which I had used at Dordt and was very familiar with.”

“I was grateful for the amount of computer time I had at Dordt. One of the real advantages that Dordt has over the bigger colleges has to be the fact that Dordt students have more access to computer facilities.”

The business program at Dordt involves the largest number of students on campus. Despite this, Steve says he still feels the professors are available to students. “They (the professors) always have their doors open. If you approach them, they will always go the extra step to help you out.”

“Certainly the perspective they teach is also important to me personally. That's not going to be overtly recognized by an employer. Where it's going to come out is in you as an individual once you're on the job.”

Steve had to schedule his classes tightly in order to finish both his business administration and accounting majors, do the internship in Chicago, and still finish in four years. For him, the loaded schedule was worth the opportunities he's had. Experience, he says, is one of the best teachers.

“Right now the business department is working on national and local internship programs. If they can get it off the ground, I think it would be one of their greatest assets because it would allow every graduating business major to do an internship. Today that's almost a requirement in order to compete.”

Steve has put his paints away, for now anyway. After graduation, he will return to Chicago. He plans to work two years, and then take a year off to travel. Eventually he hopes to get his MBA in finance in order to work in consulting or investment banking. □

Very few Dordt students default on their loans

A recent report of the Iowa College Student Aid Commission lists Dordt College as having the lowest loan default rate in Iowa. Default rates for four-year institutions in Iowa range from Dordt's low of 1.28 percent to a high of 15.69 percent.

“Such figures make me glad to work at Dordt,” says Mike Epema, assistant director of financial aid. “Students here have a Christian ethic that makes them take their obligations seriously.”

Epema recalls attending a meeting of financial aid directors where most of the talk was about enforcing policies and rules. “The pre-

senter assumed that students are out to get everything they can for as little as possible.” Although by disputing that assumption Epema is sometimes considered naive by other financial aid officers, the statistics bear out his confidence in Dordt's student borrowers.

The Iowa Student Aid Commission figures are not the whole picture on loan defaults, but because over half of Dordt's loans go through the state of Iowa, they give a good indication of student dependability. “The schools that have rates closest to Dordt's are institutions like Northwestern College in Orange City and Central College in Pella,

where students' faith also motivates them to honor their commitments,” says Epema.

The figures do more than allow us to pat ourselves on the back, Epema adds. “Because of the increase in default rates throughout the country, legislation is being proposed to come down hard on schools that have high default rates. The result may be that their students cannot get student loans. With rates like ours, they likely will not even question us.”

Nevertheless Dordt does participate in a default prevention program. The government now requires all schools to have an “entrance” and “exit” interview

with those who receive guaranteed student loans. Students are reminded that the money they receive is a loan that must be repaid and are shown a sample repayment schedule. Financial aid officers also describe what happens if the borrower defaults: credit rating is damaged, paychecks are garnished, and declaring bankruptcy will not erase the debt.

Epema is thankful and proud of the fact that very few Dordt students need to face these measures. “Most of all this default rate speaks well of our students and the families from which they come.” □

“Most of all this default rate speaks well of our students and the families from which they come.”

English handbooks catch on across the country

Sally Jongsma

Dr. Verne Meyer's name will soon be on the cover of the English handbooks of every student in San Diego. Meyer, along with Patrick Sebranek and David Kemper, is author of three increasingly popular English handbooks for junior high and high school students: *Basic English Revisited*, *The Write Source 2000*, and *Writers INC*.

The books, which began as a small volume titled *The Four Year Sentence* in 1975, were originally designed to help teach writing in every course in the curriculum—before most of us heard about “writing across the curriculum.”

The handbooks stress the fundamental principles of writing and grammar but also contain sections on reading, speaking, thinking, and learning. A wealth of other helpful information, such as a glossary of computer terms, a study skills section, full-color maps, the periodic table of the elements, and the Constitution of the United States, make the book useful to students in many ways.

One of the crowning characteristics of the books is their readability. Directions and examples address students in a

school system purchases copies for each student; in others individual teachers order them as resources for their classes or themselves.

It all began in 1974 when Meyer and Sebranek were teaching high school together in Wisconsin. They were urged to develop a cohesive writing curriculum based on skill level rather than grade or age. “We ran off a handbook that would fit our needs,” says Meyer. A few area schools heard about the booklet and asked to use it. Before long a story appeared in the *Milwaukee Journal*, and Meyer and Sebranek received requests from the Milwaukee public schools. They decided to copyright the booklet and sell it.

“We soon realized we were in a different ballgame,” Meyer continues. Sebranek decided to leave teaching and coordinate the business end of the enterprise. In 1977 the *Four Year Sentence* was renamed *Basic English Revisited*. During the next eight years it went through five editions and more than a dozen printings. It grew from 30 pages to 218. Several other people were enlisted to help with editing, and more attention was given to design and graphics.

“As soon as it came on the market, we saw interest grow,” says Meyer. He and Sebranek did all the writing for the first five editions, which grew to a volume of nearly 170 pages. Weekends and evenings were consumed by work on the book. Fellow teachers tested and critiqued the results as the editors refined and updated each edition. Workbooks and teacher aids were also added.

By 1985, with Sebranek's house, basement, and garage filled to capacity with books, and Meyer eager to go to graduate school to study theatre, changes were made. Meyer got out of the business side of the operation. The company, Write Source Educational Publishing, moved to its own location, converting an idyllic, gentleman's farm in Burlington, Wisconsin, into rustic warehouses and homey offices.

Meyer continues to write, but Sebranek and his wife, Judy; David Kemper; and several other educational experts and administrative personnel now run the business.

Nevertheless the company remains true to the ideals upon which it was started. Employees put in long hours and take pride in their work, says Kemper. “We are conscious of keeping the books personal, colloquial, and fresh.”

“The people on the writing and business end are interested in and concerned about education,” says Meyer, who over the years has

enlisted several Dordt professors as writers and proofreaders. Dr. Mike Vanden Bosch gave many suggestions and valuable proofreading of an early edition, as did other former English professors. Randall Vander Mey, who taught English at Dordt, is now a regular writer for the series.

Their work has not gone unnoticed by larger publishers. One of the leading publishers of language arts textbooks has explored buying the company. But despite the fact that they are experiencing some growing pains, the people at Write Source are reluctant to give up control of their vision.

Reflecting on the work he has done on the books over the last 17 years, Meyer says, “*Basic English Revisited* assumed a fairly traditional approach to teaching writing.” It began with an extended section on grammatical rules. In 1985, with the publication of *Write Source 2000* and *Writers INC*, the writers followed shifting trends in teaching to focus on the process of writing, putting the grammar section in the back of the book as a resource. Both versions are still in print today, offering different options to teachers.

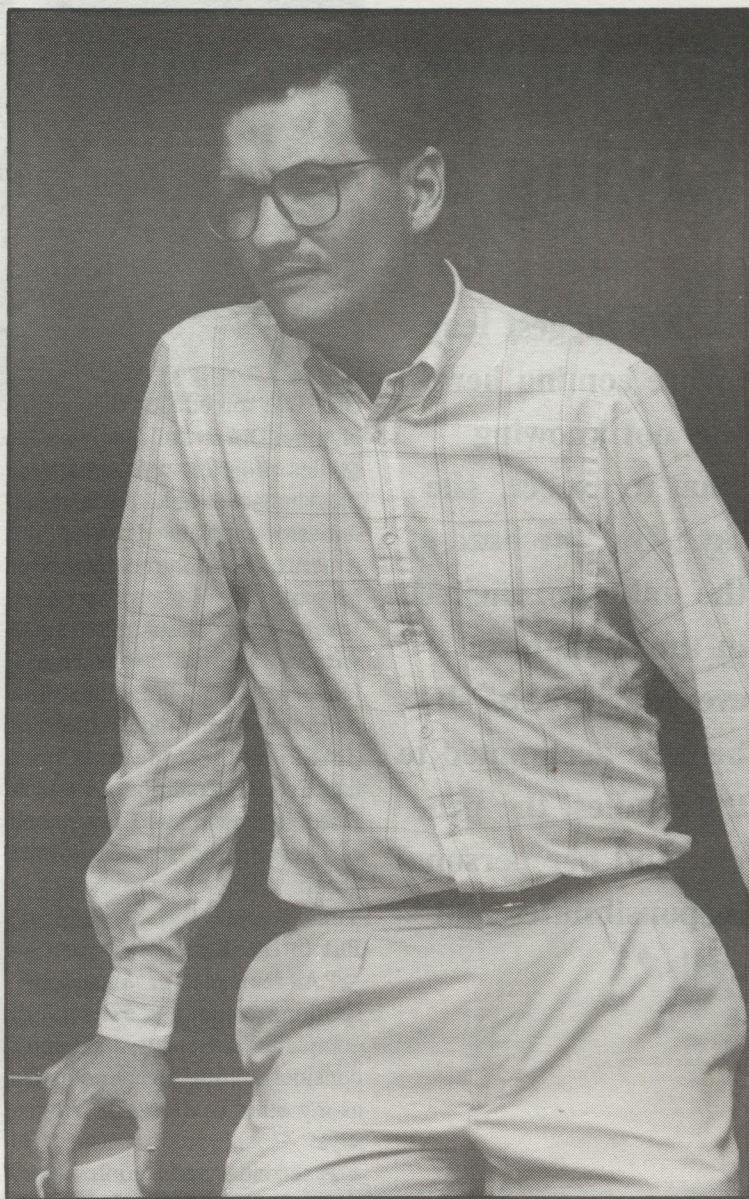
At times the competitiveness of the publishing world and the demands of schools forced Meyer to change some of the things he wrote. “I remember getting complaints on sentences I wrote to demonstrate correct usage of the words ‘ascent’ and ‘assent’ and ‘moral’ and ‘morale.’” Some objected to what they considered religious baggage in sentences such as “The disciples assented that Christ's ascent happened just as he said it would,” and “I don't care whether abortion is moral.”

Writers INC

A Guide to Writing, Thinking, & Learning

she said. “I care about my morale.”

“My goal was to encourage dialogue about word choice, making comments that would trigger a reaction to issues such as racism, friendship, responsibility. But teachers and schools are often gun-shy, wanting to wash textbooks clean of anything remotely controversial.”



Ironically, Meyer continues, texts that teach good writing often feature language that is bland, boring, and purposeless. “I made some changes, but kept other parts as they were.”

He and the other writers also make a point of telling a story through their examples. “Telling a student that good writing is important for good communication and then chopping sentences into meaningless, irrelevant strings of words defeats the purpose.”

What makes a good text? A book that communicates, a book that convinces students that communication is worth hearing and understanding, a book that challenges students to refine their potential to communicate, Meyer says.

“The quickest way to lose kids is to portray a false picture of life and communication. The book must be interesting and relevant; it must have student voices and use terms they can understand; it must reflect the struggles they experience and be honest; it must not portray life as adults wish kids would see it.”

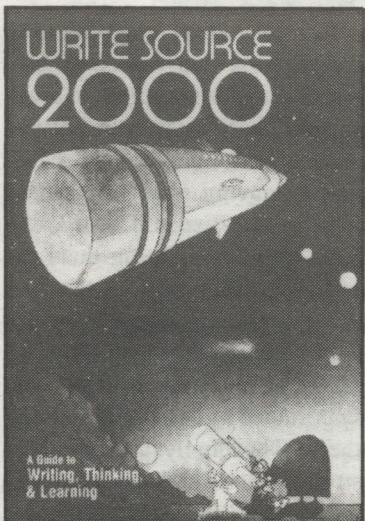
To achieve this, the work of revising continues. At present Meyer says he is three months behind on writing a section of using drama in the classroom. Other writers are researching and writing other sections.

“Good teachers are becoming more student-directed in their teaching, more creative as they pick and choose and design their own programs,” says Kemper.

The Write Source Publishing House wants to be of service to such teachers. □

Dr. Verne Meyer, now professor of theatre arts, began his career as a high school English teacher. Little did he realize that a mimeographed handbook would be used today in schools from Hawaii to Hennepin County, Minnesota, from San Diego to Sioux Center.

“The quickest way to lose kids is to portray a false picture of life and communication. The book must be interesting and relevant; it must have student voices and use terms they can understand; it must reflect the struggles they experience and be honest; it must not portray life as adults wish kids would see it.”



fresh, conversational style. A seventh grade student from Wisconsin wrote, “Whenever I don't have anything else to do I take out my book and look through it. I like the sign language part the best. The most useful part for me is the Short Story part because I want to be a writer.”

A teacher from Iowa City, Iowa, writes, “I like the way you take the ‘stereotype’ out of the [poetry] chapter. In my experience high school students hate poetry because they think it unapproachable, incomprehensible, and meaningless for anyone other than an egghead or a sentimental drip. You discourage such association in this chapter.”

The *Write Source 2000* and *Writers INC* are used in nearly 20,000 schools representing every state in the US and five provinces in Canada. In some cases the

Latin American Studies Program

Living and learning another culture

“‘My biggest fear before coming here was not knowing what to expect,’ she says. But the haze of the unknown melted in the sunlight of everyday life, as she became acclimated to the studies, the people, and her personal responsibilities and goals.”

Lavonne Bolkema

Although the Persian Gulf War forced the cancellation of some Dordt College overseas studies programs this semester, Jill Altena was able to spend her semester as planned in Central America. She returned home on May 6.

San Jose, Costa Rica, was Altena's home since early January, when she joined the Latin American Studies Program (LASP) sponsored by the Christian College Coalition, of which Dordt is a member. Jill was one of twenty-three students in the group.

Put to the Test

“A semester in a Spanish-speaking country is essential in completing my major, and I don't consider it an interruption as far as my other studies go,” Altena says.

A secondary education major, Altena intends to teach Spanish after she graduates next year. Through participation in LASP she has earned credits toward her degree as well as invaluable experience in using the language.

The language was “not entirely foreign” to her. When she left, Altena described her Spanish fluency as adequate. She had taken three years of courses while a student at Unity Christian High in Orange City and four semesters of college study at Dordt.

But LASP's intensive studies put her skills to the test. She found that fluency takes practice, practice, and more practice in speaking, listening, and reading.

From mid-January until February 20, Altena attended the Instituto de Spanish Language (In-

stituto de Lingua Espanola), where she took classes in Central American literature and advanced Spanish grammar. Both were taught entirely in Spanish, and early in the term she admitted, “Studying takes forever because I have to translate almost everything. My classes at the Instituto are with other kids on the program this semester, but my teachers are both Costa Ricans.”

Now that she is back in the U.S., Altena says her language skills have improved greatly from the class work as well as the demand of using Spanish in everyday communication.

She also took thematic seminar courses, a mixture of Spanish and English lectures. One course was “Central America: Its Problems and Its Promises.” Altena called it an overview of the various neighboring countries. Another course was “Contemporary Currents in the Latin American Church: The Case of Nicaragua.” It explored the growth and changes in Catholic and Protestant churches, hermeneutics, and the effects of liberation theology.

Minority Member

“Being in Costa Rica has been a tough adjustment for me,” Altena wrote in a February letter. “I really stand out because I'm blond, and I hate all the attention I get. Here it is customary for men to make overt comments to women as they walk along the street. I have a 20-minute walk to the bus, and I hear everything. In this culture it's supposed to be complimentary, but I have trouble remembering that. It's hard not to feel harassed.”

Throughout the semester she found that children, and sometimes adults, wanted to



Jill Altena and a co-worker get an opportunity to pick their own coffee beans.

stroke her hair just to touch the macha, the blond. With that example and others, she says, “I've learned what it feels like to be a foreigner, a minority member, trying to fit into a different culture.”

“My biggest fear before coming here was not knowing what to expect,” she wrote. But the haze of the unknown melted in the sunlight of everyday life, as she became acclimated to the studies, the people, and her personal responsibilities and goals.

“I'm living with a wonderful Tico family (nationality nickname) and am treated like one of the family,” a letter indicates. “I have chores and am completely accepted, but sometimes it's hard to know exactly where my place is. I'm very well cared for. I've been very welcomed. My host mother said she thinks of me as another daughter. I'm the ninth foreign student they've housed, so I haven't shocked them culturally.”

In fact, she was surprised at how modern her host home was. Simple on the outside, in a rather shabby neighborhood, the home nonetheless had several TV's, a microwave oven, and other conveniences.

Oscar, Annabelle, Tatiana, and Adriana were Altena's temporary siblings. Her parents were Vicky, who worked making home crafts, and Chino, a government worker who also studied accounting.

Homesickness bothered Altena for the first two weeks, so she wrote many letters and enjoyed re-reading the mail she received. A note from her says, “I really hated leaving my boyfriend, family, and friends. Dordt is the best, and I miss being there..., but I wouldn't give up this experience for anything!”

Her adopted family filled in. “I really enjoyed the warmth and importance of being with family there. The family unit is much stronger than in homes in general back home.” She said Vicky was from a family of 13, and gatherings with the extended family were frequent. “With them, I felt like I was in a revolving door with constant traditional greetings of kisses and pats!” she says.

Spiritual Strength

Spiritual growth and awareness was another goal of the LASP term. And once again, Altena says, the language barrier-popped up: “It took a lot of effort to worship in Spanish, and I didn't always understand all the points of the sermon, but I loved the singing.”

She pointed out other cultural differences in worship, too. Brought up in a Christian Reformed U.S. home, she was not accustomed to the Catholic worship and different atmosphere of her host family's church.

Continued on next page

Living in another culture is an exciting but challenging experience, says Jill Altena, who found her Spanish put to the test at the beginning.



"Services here are really laid back and casual; anything goes. I went to a mass with my family and a little dog ran across the altar. No one blinked except me!"

Altena gained new insight into her faith by facing these differences. "My spiritual life got so much stronger," she says. "Because I had to depend on God for strength and encouragement every day, I spent more time praying." She says she prayed for more understanding of the culture. "I needed to view the Ticos as image bearers of God and look at the city and everyone I met with eyes of love. I couldn't do that without God's help."

Mountain School Teacher

Service is part of the LASP agenda, too. For two weeks in March, Altena was sent to a poor mountain village one hour south of San Jose, called Jorco. She lived with campesinos (native mountain folk) and took a bus daily to a high school in San Gabriel, across a valley. She and two other LASP colleagues were put in charge of teaching English to students ranging in ages from 15-22.

"The regular teacher gave us total responsibility," Altena says. "She even went out shopping while we team taught." The trio of future teachers met the challenge eagerly. "Now I know more than ever that I do want to teach at the high school level," she affirms.

In Jorco, Altena found that nonverbal expression can substitute for words in giving a sense of fellowship. The village accent and colloquialisms were far different from the Spanish Altena had been using, so she found it hard to understand conversation. "Still, in some ways I felt more comfortable with this second family. We ate meals together and would walk to the village center and just sit and watch," Altena describes. "The mountains were so beautiful."

The school transportation, on the other hand, was frightening. "The bus was always packed too full, with four kids to a seat and several standing," Altena says. "We traveled on treacherous, curving roads, and the dropoffs were scary. Sometimes the bus would break down. Then we would walk."

Guatemala

Altena's family and boyfriend visited her for five days over Easter, when she was taking the second seminar session. After they left and the seminar finished, the LASP group toured other Latin American countries.

In Guatemala, where they visited for 13 days, Altena was struck by the many homeless families. "The feeling of despair was so much stronger there than in Costa Rica. People—especially children—were so much more helpless."

Particularly pitiful was the

Zone 4 Dump, the home and livelihood of hundreds. "They have absolutely nothing," Altena explains. "It made me want to cry. When we drove through that area, there was total silence on our bus."

The educational tour included many explanatory lectures, and Altena first heard stories from a group of indigenous people trying to help their own displaced people. Then she listened to government agents boast about advances in care for the displaced. She said the two accounts clearly contrasted, with the visual evidence siding against the government claims.

Altena was appalled by the discouraging message of an agency called GAM, whose mission is to find "the disappeared." She says that in the span of a few months, 40 people disappeared and there were some 400 military or police killings not acknowledged by the government. "In the agency's ten-year existence, only twelve 'disappeared' people were found," she says, "and no one has been brought to justice for kidnapping them."

Other Guatemalan experiences included speaking with a U.S. embassy representative about the complications of U.S. policy there and meeting President Serrano, the first Christian president ever freely elected.

Nicaragua

Nicaragua presented both hope and disappointment. Altena says

Dordt student receives Carver Scholarship

Bich Ngoc Vo of Pella is one of 54 students chosen by the Iowa College Foundation to receive a substantial scholarship from the Roy J. Carver Charitable Trust of Muscatine.

The award of nearly \$6000 will be put toward her studies at Dordt College, where she will enter her junior year in the college's pre-nursing program.

"The Carver Scholars Program, now in its third year, is designed to help students who demonstrate the desire to succeed by overcoming significant social, economic and psychological obstacles to work toward a college degree," says Roger A. Hughes, executive administrator of the Carver Trust.

Bich is a native of Vietnam who escaped with two young aunts when she was 12 years old, leav-

ing her parents, grandparents and sister behind. After several years, which included the harsh life of refugee camp, she and her aunts were sponsored by a Pella family. "We were asked by our church to give them a home, a family environment," says Jean Kanis, a member of the First Christian Reformed Church. She and her husband, Dr. Stewart F. Kanis, became Bich's "foster" parents in August 1988, when Bich was to enter her senior year of high school.

A determined student, Bich was given the opportunity to attend Pella Christian High School and consider college study as a viable goal. In the past two years at Dordt, she has proven herself as a high achiever in the studies she hopes will lead to a career in the field of medical science.

Warning: Border Crossing

Back in Costa Rica, the LASP students had a short retreat before their trip home. They shared impressions of Latin America and the lessons they gleaned. A deep impression for Altena was the poverty. "All through the four months I saw poor people. Being among them made the things I'd read before about poverty become more than words. They became names, faces—people."

The leaders also tried to prepare the students for re-entry

into the U.S., warning them that they may have difficulty telling their family and friends about their plunge into Latin American culture.

Altena says she is trying to sort out what she can and cannot express about the lessons she learned and the people she met.

"One thing I've confirmed is that I am very American. That's just me. I respect the Latin Americans much more after living with them, but I am a product of my culture, too." She regrets that Americans are much more materialistic and don't appreciate their wealth, but she loves the little perks of the U.S., too. "The first thing I did in the Miami airport was buy a bag of M&M's."

The English language is more precious to her now, too. "I really love to talk," she says, "and I often couldn't find the right Spanish words to express myself openly in Latin America. Now I feel at home, where I belong. It's like Christmas morning all the time."

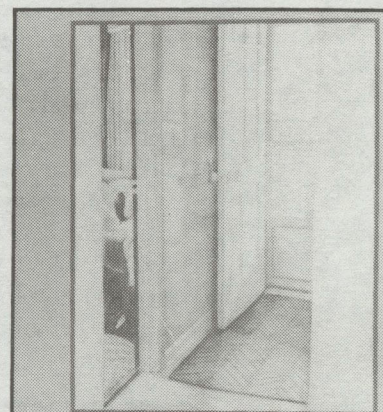
She looks forward to relating her adventures to family and friends, knowing that—even in English—she won't be able to tell them everything the LASP session meant to her.

Latin American Studies Program participants come from Christian colleges across North America.



“Even in English she won't be able to tell them everything the LASP session meant to her.”

New from Dordt Press



The Privacy of Storm

James Calvin Schaap

In *The Privacy of Storm* and in the ten other stories in this collection, Schaap explores personal spiritual conflicts—the private storms that challenge and reaffirm faith.

"The reader feels a surge of recognition and excitement. These regional stories open powerfully upon universal human experience: fear, loss, love, faith. With sharply detailed description, energetic dialogue, and careful plotting, Schaap leads us through the lives of a fascinating and unforgettable people."

John H. Timmerman

paperback, 193 pages, \$8.25

To order, send payment plus \$1.00 shipping charges to:
Dordt College Bookstore, Sioux Center, IA 51250

Recycling

at Dordt

“In 1983 the college established an environmental safety committee to promote a healthy concern for the environment.”

by Teri Nikkel

You may have noticed that the last several issues of the *Voice* were printed on recycled paper with soy ink. We finally have been able to break through the barriers of availability and cost to take a step we have wanted to for some time.

But changing to recycled paper in the *Voice* is only one of many ways in which Dordt College is trying to be environmentally responsible.

In 1983 the college established an environmental safety committee to promote a healthy concern for the environment. At the urging of a group of people from the natural science department and the student services office, the president appointed a committee of five faculty and administrators to monitor and make suggestions about stewardly use of resources, materials, and equipment. Since that time, many people and departments have become more conscious about environmental issues and are doing what they can to provide a healthy atmosphere.



Print Shop

Recycling confronts Fred Haan every day in his work in Dordt's print shop. Haan buys and uses recycled paper as often as possible. In addition to using recycled paper for the *Voice*, he also uses it for the *Canon* (the student literary magazine), the spring drive brochure, and the cover of *Pro Rege*.

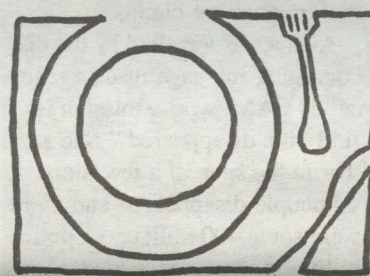
The switch to recycled paper takes time but is gaining momentum. Recycled paper in the past was more expensive and of lesser quality. Although prices are coming down and quality is improving, there are still some supply and cost problems. However, Haan hopes that at least half of the paper he buys for the '91-'92 school year will be recycled paper. He is confident that the percentage will increase every year thereafter. Haan has also joined other area printers in collecting scrap paper in their shops and selling it to paper mills.

"I've tried to set goals for buying recycled paper," says Haan. "But it's tougher finding a market for waste paper to be recycled."

Other materials are being changed as well as paper. The aluminum plates and the chemicals used for typesetting are presently being recycled. He sells old negatives to Quality Silver Recovery in Springfield, Nebraska, to reclaim the silver.

In the last couple of years, Haan has switched to as many non-toxic printing products as possible. Water-based chemicals are used to develop printing plates. Soybean-based and vegetable oil inks are slowly replacing inks made from petroleum. Employees can physically tell the difference in products and don't miss the watery eyes and dripping noses from days past.

"I think the changes we're making are consistent with what is taught here at Dordt," says Haan. "We're certainly headed in the right direction."



Commons

Jim Calkhoven, director of Carrie Foods, probably sees more waste in a single day than anyone else on campus. He does what he can to minimize the waste and do what's best for the environment.

The Commons has a dish washer that re-uses water after it's been cleaned. What Calkhoven finds frustrating is the amount of food that is thrown away by students as the trays come in to be cleaned.

"It's one thing when they take a bite and don't like it, but kids are dumping cake, chips, and whole glasses of milk," he says.

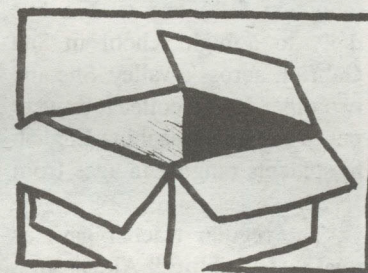
Calkhoven is presently checking into a grant to buy a waste handling equipment system. The machine emulsifies excess food into an oatmeal-like substance to feed cattle. He is also interested in a tin can or cardboard compressor, but is concerned about the cost and storage of such items.

Calkhoven uses china and silverware for student and banquet use whenever possible. But there are times when the banquets are too big and there isn't enough hard tableware for the guests, or the price of paying workers to transport and clean it would be too costly.

When styrofoam and plastic must be used, Calkhoven makes sure all products are recyclable. He chooses to use styrofoam over paper products since studies show that paper is more hazardous to the environment. The difficulty is that there are no plastic or

styrofoam recycling plants in the area to collect the waste.

"All I can do is encourage others to buy recyclable products also, so that a plant may be quicker to come," says Calkhoven. "And I'm always open to any suggestions."



Heating Plant

The heating plant on Dordt's campus is a relatively new concept in environmental safety. The plant conserves natural resources by burning special pellets rather than fuel. The pellets come from E-Z Fuels Ltd. and are made from waste cardboard and egg cartons. Pellets were made from Dordt's excess paper in the past, until waste from the Sioux Center community met the need. The pellet plant regularly saves Dordt College nearly fifteen percent on fuel bills.

"Building the plant certainly wasn't risk free. But we felt it was our duty to the environment," says Bernie De Wit, chairman of the environmental safety committee.



Agriculture Stewardship Center

Responding to an increased awareness of the environmental dangers of some traditional farming practices, workers at the Dordt farm are doing all they can to use safe agricultural techniques. One of their more unusual innovations is to use newspapers mixed with corn cobs to bed dairy cows. Clients at Hope Haven in Rock Valley supply the shredded paper, as does Scott Sanitation in Worthington, Minnesota. Students have found the newspaper

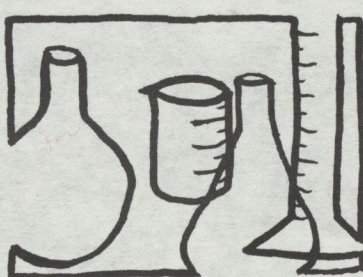
“Since that time, many people and departments have become more conscious about environmental issues and are doing what they can to provide a healthy atmosphere.”

to be more absorbent, long-lasting, and bacteria-free than other bedding.

"Cows are regular recycling machines," says Tom Moore, director of the ASC.

Cows are fed cotton seed, beet pulp, distilled grain, corn and bean stalks, and other products that would otherwise go to waste. Dordt has cut back on purchasing fertilizers almost completely by putting the animal waste back on the land. Water used to cool the milk at the farm is recycled for cows to drink. Leftover water is used for cleaning purposes.

Employees have also planted a variety of species of trees to serve as a windbreak and to promote wildlife. Grass clippings and dead leaves are used as mulch around the trees. They have also stopped mowing road ditches to encourage wildlife and the growth of native grasses, to hold the soil, and to save time and fuel.



Around Campus

Conserving natural resources is an ongoing process on the college campus. One of the most successful energy savers has been the remodeling of buildings. Reducing window size and adding insulation saved enough energy in all the other buildings to heat the chapel without adding on to the heating plant.

Faculty in the science building are very conscious about proper storage, use, and disposal of chemicals. Labs are quite strictly regulated by the government. Chemicals are kept in a separate storage room with proper ventila-

tion. Only the least toxic chemicals are purchased and an ongoing training seminar is held for people who have to work with dangerous chemicals. A special agency stops at the college on a regular basis to pick up used chemicals and to dispose of them properly. Special kits are also being purchased to check on radon levels in the buildings.

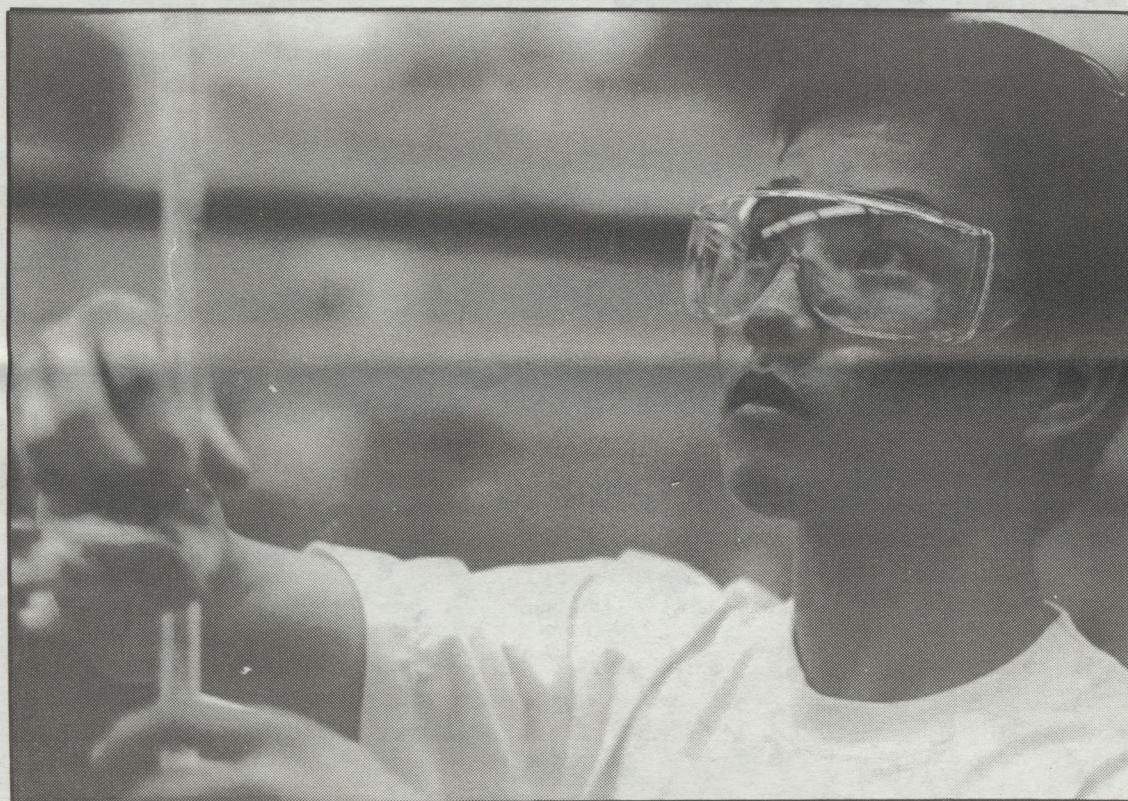
Students also play a role in saving the environment. Members of the Hunger Awareness group collect pop cans to be recycled and raise money for their cause. Maybe less voluntarily, students also conserve resources by having water reducers on dorm shower heads.

Outside of the buildings, maintenance workers do their part for the environment by grinding lawn clippings and dead leaves onto flower beds. Dead flowers are also delivered to the Dordt farm for various uses.

De Wit is presently working on a project, in conjunction with Sioux Center's curb side recycling program, to bring a large dumpster to campus for paper, plastic, and can disposal. An agreement would be made with the local garbage collectors to pick up the waste and deliver it to the northwest Iowa landfill in Hospers, where it would be separated and sent on to the proper recycling plants. The plan should be put into action by fall.

Members of Dordt's environmental safety committee are confident about the steps they have taken toward environmental safety in the last few years. They are doing all that they can to stop any hazards brought to their attention and hope an end to necessary changes are in sight.

"We want always to be sensitive to caring for God's creation," concludes President J.B. Hulst. □



Chemistry receives equipment grant

Dordt College has been awarded a 1991 Pittsburgh Conference Memorial National College Grant (PCMNCG). The \$3000 award is designated for chemistry equipment.

The grant program of the Pittsburgh Conference on Analytical Chemistry and Applied Spectroscopy was established in 1974. This conference, held annually in Pittsburgh, is considered the largest and most comprehensive scientific gathering in the world. Proceeds from it go into the grant fund, and money is distributed to small colleges based on their need for scientific equipment, audio-visual or other teaching aids, or library materials.

Eleven colleges with enrollments under 2,500 received grants of up to \$3000 from this year's conference, held in March in Chicago's McCormick Place. A committee of eight scientist-judges (four from the Society for

Analytical Chemists of Pittsburgh and four from The Spectroscopy Society of Pittsburgh) chose the award finalists.

Dr. Pam Veltkamp, chemistry professor at Dordt College, says Dordt's money will be used to buy spectrophotometers, pH meters, and their accessories to replace current equipment or increase the number of devices available for student use.

Veltkamp worked with Grants Coordinator Judy Hagey to draw up the successful proposal.

The full purchase cost of the intended equipment is estimated to top \$6000, so the college has made a commitment to match the grant money for the cause, says Hagey.

"Receiving this grant as a first-year professor, having our proposal considered as worthy, certainly gives me confidence to go ahead with other proposals," Veltkamp says.

"This is an award of

Veltkamp's peers," Hagey notes, "which should say something to other funding sources that Veltkamp may approach in the future."

Veltkamp's goal is to expand and strengthen the equipment in the college's chemistry program. Doing so will give students the opportunity to perform a larger variety of experiments, and it will allow professors to expose students to several different techniques. It will also give them more ready access to equipment, allowing more hands-on experience at an early level.

Boosting interest in the science of chemistry is a goal for Veltkamp. "Everything is chemistry, down to the food we eat," she says. "I would love to have in my classes students with elementary or secondary education majors who could pass on an excitement for science and dispel some of the fear of the difficulty." □

Ag Day brings the farm to campus

Teri Nikkel

Visitors to campus on Friday, April 26, probably felt confirmed in their stereotype of Dordt as an ag school. In reality, for many Dordt students, Ag Day is the only time of the year when they really see evidence of the agriculture program first hand.

Ag Day has been a tradition on Dordt's campus since the first one in May of 1980, when the Ag Club decided they should create an awareness of agriculture in the college community. Despite traditional rain showers, Ag Day has been a success every year since.

The day featured a number of displays, contests, and demonstrations. Dairy cows from Dordt's agriculture center, and other pets and livestock from the local area, were brought on campus. Demonstrations included sheep shearing and livestock judging. Agriculture quizzes and milking and grooming contests also entertained guests. Students and local businesses set up displays in the student union building. Other students gave tours to visiting preschool and grade school children.

"The puppies were the biggest hit with all ages," says Steve Veenstra, Ag Day coordinator and retired Ag Club president.

Visitors enjoyed a noon meal of hamburgers and lamb burgers. The money raised went back to the Ag Club to cover expenses and to fund future club activities. □



Sports

Tennis

The men's tennis team was made up of a strong nucleus of five seniors this spring. "The team played competitively in ten matches and two weekend tournaments," says coach Len Rhoda. They placed third in the Buena Vista Tournament.

Men's and women's tennis teams compete during opposite seasons to allow for better use of facilities.

BACK ROW: (Left to Right) Tim Antonides (Penticton, BC), Bret Dorhout (Denver, CO), Chad Ringler (Forrest, IL), Ian Gorter (Victoria, BC) **FRONT ROW:** Chris Huiskens (Edgerton, MN), Phil Witt (Ripon, CA), Kendal Kaemingk (Denver, CO), Roger Ewald (Smithers, BC), Doug Veenstra (Tracy, IA), In **FRONT:** Steve Bloemhof (Shafter, CA) **NOT PICTURED:** Steve Kortenhoeven (Bellflower, CA)



Baseball

Twelve of the seventeen members of the 1991 baseball team were freshmen or sophomores. Although the 7-12 record reflects this inexperience, Coach Tom Visker says the young team showed signs of playing good baseball and managed to beat traditional rivals Northwestern, Briar Cliff, and Mt. Marty.

A highlight of the season was the spring break trip to Minneapolis to play in the Metrodome.

Despite their youthfulness, several players provided good leadership for the team. Freshman Todd Kooiman and Junior Stacey Kooiman led in batting averages, Todd with .333 and Stacey with .378. Freshmen Troy Vander Molen and Brent Eshuis compiled pitching records of 3-3 and 2-1 respectively. Sophomore Cal De Jong ended the year with an Earned Run Average of 1.40 and Vander Molen ended with a 3.38.

FRONT: Marlin Ten Napel (Ireton, IA); Todd Kooiman (Hull, IA); Jamie Vander Berg (Orange City, IA); Troy Vander Molen (Pella, IA); Randy Faber (Arlington, WA); James Kooiker (Boyden, IA); Eric Visser (Vergennes, VT) **MIDDLE:** Kent Shelton (Lynden, WA); Todd Miedema (Hospers, IA); Steve Walhof (Edgerton, MN); Stacey Kooiman (Hull, IA); Scott Hilbink (Cedar Grove WI); Scott Roose (Leighton, IA) **BACK:** Coach Visker, Chris Fynaardt (Oskaloosa, IA); Cal De Jong (Orange City, IA); Scott Wynja (Sioux Center, IA); Brent Eshuis (Rock Valley, IA); Greg Haagsma, Student Assistant, Dan Westra, Assistant Coach.

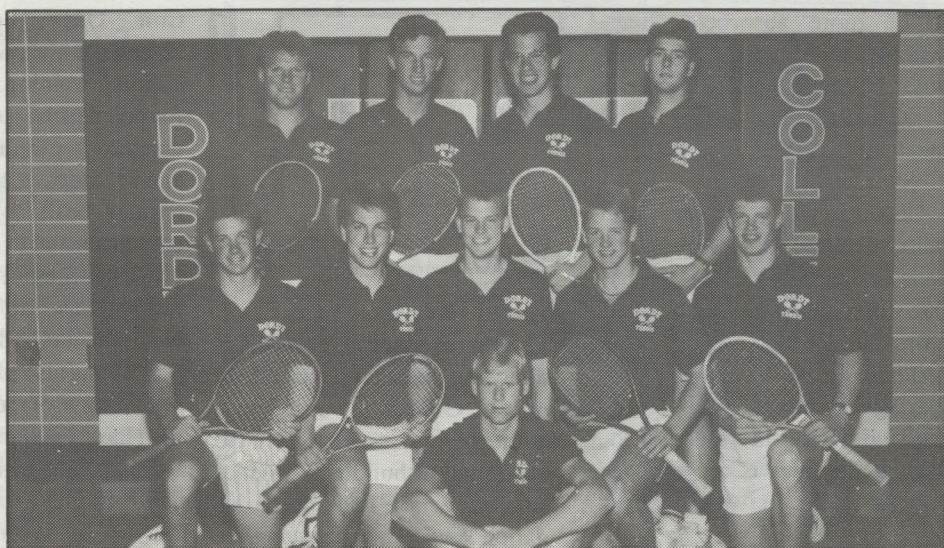


Women's Track

FRONT ROW: Lanelle Postma (Ireton, IA), Fran Ton (Dunnville, ON), Sue Theune (Brookfield, WI), Lisa Van Denend (Denver, CO) **MIDDLE ROW:** Diane Graves (Dike, IA), Els Rijkens (The Netherlands), Sandy Van Wyk (Pella, IA), Heather Hommes (Manhattan, MT) **BACK ROW:** Lisa De Vries (Salt Lake City, UT), Rita Mulder (Orange City, IA), Marcia Weg (Mitchell, SD), Shawna Sieperda (Dublin, TX), Coach Heynen, Michelle De Kok (Mt. Vernon, WA), Coach Altena.

Men's Track

Men-Left to Right: **FRONT ROW:** Joel Knierim (Gresham, WI), Ralph Pot (St. Ann's, ON), Peter Ton (Dunnville, ON), Rick Dykstra (Bothell, WA) **MIDDLE ROW:** Brad Ackerman (Sioux Center, IA), Erik Benthem (Duvall, WA), Steve Brandsma (Matsqui, BC), Matt Beimers (Richmond, BC), Eric Dehne (Newton, WI), **BACK ROW:** Coach Altena, Willie Nop (Salisbury, VT), Dave Van Belle (Matsqui, BC) Bill Vander Kooi (Abbotsford, BC), Thomas Rogers (Denver, CO), Coach Heynen.



Softball

The women's softball team finished the year with a 11-20-1 record, playing a near-record 32 games. Like the baseball team, the softball roster is made up of mostly freshmen and sophomores.

Three of the women were named to the NAIA All-District 15 Team: Lynn Van Heyst, rightfielder; Patty Boer, shortstop; and Kristie Terpstra, pitcher. The honor marks the third consecutive award for Patty Boer. In addition, Van Heyst and Boer were named 1st Team IA-KOTA All Conference, and Kristie Terpstra and Sheryl Schuring were named 2nd Team IA-KOTA All Conference.

Van Heyst recorded a fourteen game hitting streak, leading the team with a .318 batting average. Freshman Stephanie Van Maanen led the team with an on-base percentage of .464 and 20 RBIs.

FRONT ROW: Rhonda Haagsma (Pella, IA), Patty Boer (Sioux Center, IA), Kristie Terpstra (Milaca, MN), Donna Rickett (Kingsley, IA) **MIDDLE ROW:** Lynn Van Heyst (Murray, UT), Sheryl Schuring (Sully, IA), Lori Klein, (Bellflower, CA), Emily Kroese (Hull, IA), Stephanie Van Maanen (Lynnville, IA) **BACK ROW:** Coach Vonda De Stigter, Nikki Van Wyngaarden (Wainfleet, Ont.), Assistant coach Joel Haveman, Joan Kuiper (Wyoming, MI), Brenda Prins (Stockton, CA), Manager Jodi Van Otterloo.



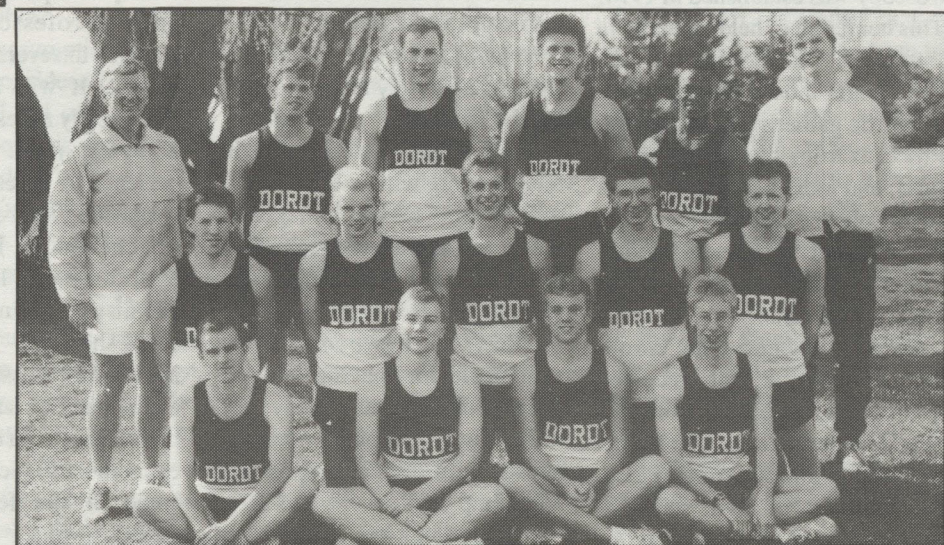
Track

Junior Fran Ton from Dunnville, Ontario, led the women's track team this season with her record-setting performances in the 400-meter and 800-meter runs. Earlier this spring Fran set new school indoor and outdoor records for the 800-meter run. On May 25 she improved her time when she ran in the NAIA national meet held in Texas. Fran ran well, says Coach Syne Altena, making it to the semi-final race.

Although the teams are not part of a regular conference, they have no trouble participating in a variety of meets ranging from the Sioux City and Howard Wood Relays in nearby Sioux City and Sioux Falls to the Drake Relays and other school invitationals.

"Running track is hard work," says Altena. Most of his team members are dedicated, hard-working individuals, who enjoy both the individual challenge and the team camaraderie they experience.

Each year the teams choose their most valuable player, most inspirational player, and the outstanding freshman. The women chosen were: Fran Ton, MVP; Sue Theune, most inspirational player; and Els Rijkens, outstanding freshman. The men chosen were: Pete Ton, MVP; Steve Brandsma, most inspirational player; and Matt Beimers, outstanding freshman.



Around Campus

Canadian flag is raised

May 3 dawned cold and rainy, but it did not dampen the spirits or enthusiasm of a large group of students who participated in a Canadian flag raising ceremony. The flag will fly next to the United States flag in front of the Student Union Building.

"We want to heighten awareness of students from other countries," says Dr. Nick Kroeze, vice president for student affairs. "Canadians are sometimes in a bit of a no-man's-land here. They are not considered foreign students and are not part of the international student club.

Although the U.S. and Canada enjoy a close relationship, there are significant cultural differences between the two countries that should be recognized."

A third flagpole will carry the flags of other countries from which Dordt students come. These flags will rotate based on special national holidays.

The raising of the Canadian flag is really the first step toward a court of flags that eventually will fly the national banner of each country represented by students at Dordt.



"Response from Canadian students to the event was very positive," says Kroeze. At least 85 percent of the Canadian students on campus attended a special breakfast at seven o'clock on Friday, May 3. A student trombone ensemble, Four Live Bones, played the Canadian national anthem and participants sang "O Canada" with gusto.

Unfurling a flag doesn't guarantee greater awareness of cultural diversity, but as a first step, it has the potential to help that awareness grow. □

Alumni and students invited on a 1992 Literary Study Tour of England

Alumni and students who share a fascination for British literature may have a chance to experience the actual settings of Hardy, Shakespeare, and Dickens next summer.

A literary study tour of England started as a joke in Lorna Van Gilst's Victorian literature course in the spring of 1990, when she kept showing slides and prints taken during her two summers studying Victorian and adolescent literature in Cambridge. The three-week tour was all but paid for when the gulf war put the plans on hold last January. Van Gilst would like to revive the plans for late May of 1992.

Landing first in London on a flight from Minneapolis, the tour group will veer southwest out of London to Dorchester, Stonehenge, and Bath before going to Shakespeare's Stratford. From there they will proceed to Oxford, Chester, the Lake District, York, and possibly Edinburgh and Cambridge before returning to London for a taste of Dickens and the theater.

Participants can reserve the flight, seven nights in a London hotel, transportation to and from the London airport, and a London city tour for the 1991 base price of \$1049 with an \$85 deposit by September 1 and an additional \$300 by October 1. Graduate and undergraduate credit is available.

BritRail, bed-and-breakfast accommodations, and pub grub will help keep fares reasonable for the remaining fourteen days not covered by the London package, says Van Gilst. "Besides," she says, "we want to experience the local flavor whenever we can."

Van Gilst believes the concept of students touring with alumni has merit. The students can blend their refreshing vitality with the value of alumni experience. "I expect the blend to be as beneficial on a literary tour as it is in the classroom when non-traditional students participate with more recent high school graduates," she says.

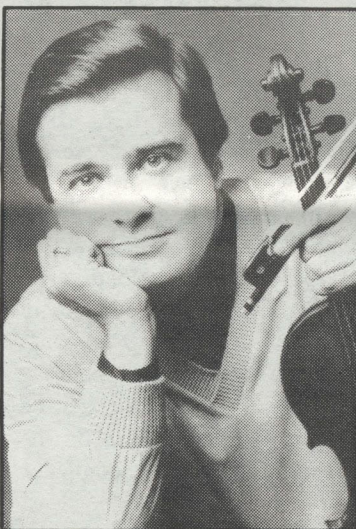
Though Van Gilst will be in Iowa City on study-leave during the fall and spring terms, Jim De Young, alumni director, will provide information and application forms. Call him at (712) 722-6022 or ask for information at the alumni reunion August 9-11. □

Renowned violinist performs, holds master class

One of the most renowned and versatile of U.S. violinists, James Buswell, was the guest of the Sioux County Orchestra and Dordt College on Tuesday, April 30. After participating in several campus events during the day, he was the featured soloist for the evening orchestra concert.

Conductor Henry Duitman terms Buswell "a truly extraordinary violinist and teacher." He became acquainted with Buswell about six years ago in Florida. Buswell was performing for the Florida Music Festival in Sarasota and agreed to present a recital in Bradenton Christian High School, where Duitman was teaching at the time.

James Buswell has appeared with all the major orchestras in the United States and is acknowledged internationally for his talents. He is a recitalist, soloist with orchestras, chamber musician, conductor, educator, and recording artist. He has



James Buswell

elicited the highest praise from audiences, critics, and fellow musicians alike.

A graduate of The Juilliard School and student of Ivan Galamian, Buswell has collaborated with such conductors as George Szell, Leonard Bernstein, William Steinberg, Andre Previn, Zubin Mehta, and others. Summer festivals worldwide also often find him as a participant. In 1986 at the Great Woods Festival he developed a special curriculum for training in chamber music and orchestra techniques. The performer is currently a professor at the New England Conservatory in Boston.

Buswell's day at Dordt College started off with a morning chapel address and short performance. That afternoon he took part in a panel discussion, "The Artist in the Christian Community," with Dr. Verne Meyer of the theatre arts department and Dr. James C. Schaap, English professor. Dr. Karen De Mol, professor of music, served as moderator. Buswell also led a master class for string players.

Buswell demonstrated his virtuosity during the evening con-

cert as guest soloist in "Concerto #1, opus 20" and "Introduction and Rondo Capriccioso," both by Saint Saens. His mastery of the instrument and sensitive interpretation kept the eyes of each person in the audience riveted on him during the entire performance. □

New scholarship made available for science majors

Beginning with the 1991-92 school year incoming freshmen interested in science will be eligible to apply for a new scholarship. The Richard and Hendrika Zwart Scholarship will be awarded to a student with a grade point average of at least 3.0 who intends to teach high school physics, chemistry, or general science. It could be awarded to a non-education major in physics, chemistry, or engineering.

The Richard and Hendrika Zwart Scholarship was established by the children of Richard and Hendrika Zwart. Their son, Dr. John Zwart, teaches physics at Dordt College.

For more information about this or other scholarships, contact the Office of Scholarships and Grants, Dordt College, Sioux Center, Iowa, 51250. □

Student and professor have poems published in 1991 Lyrical Iowa



Dorteia Groenendyk

Senior Dorteia Groenendyk was awarded an honorable mention for her poem, "To My Father," in the college division of the Iowa Poetry Association's forty-sixth annual statewide competition. Her work will be published in 1991 *Lyrical Iowa*.

Dr. Mike Vanden Bosch, professor of English, will also be published in the anthology.

Faculty news



The professional involvements of Dordt faculty members outside of the classroom reveal Dordt's commitment to provide educational leadership in the Christian community as well as among its own students. By sharing these activities, we hope to provide fellow Christians with further resources, ideas, and encouragement as they work to be of service in Christ's kingdom.

The *Iowa Science Teacher's Journal* will publish an article written by **Dr. John Zwart**, associate professor of physics, and former students, Carl Fictorie and Mike Hubers. The article, "Two Simple Decay Experiments," comes out of Zwart's commitment to provide resources for high school physics teachers. Zwart will be on leave of absence next year, teaching at Calvin College.

Arnold Veldkamp, associate professor of mathematics, has been invited to participate in a National Science Foundation sponsored workshop at Messiah College in Grantham, Pennsylvania. The two-week workshop is the first of two summer sessions using the program "Derive," a software package for teaching calculus with computer. Veldkamp intends to use the new approach in his business calculus course this fall.

Dr. Calvin Jongsma, professor of mathematics, presented a lecture, "Give Saxon the Axe,"

at the biennial conference on Christianity and Mathematics held at Wheaton College from May 29 - June 1. The conference, sponsored by the Association of Christians in the Mathematical Sciences, is attended by Christian mathematicians from across the country. Dordt professors Arnold Veldkamp, Marvin Wielard, and Dennis De Jong also attended.

From April 22-26, **Dr. John Vander Stelt**, professor of philosophy, met with other members of a drafting committee to write a 168-page report, "The Challenge of Secularism." The paper will be submitted to the next international assembly of the Reformed Ecumenical Synod to be held in the summer of 1992 in Athens, Greece.

Dr. James Schaap, professor of English, spoke to the Toronto area Christian Teacher's Association in April. While in Ontario he also read from his work at Holland Marsh and Willowdale Christian Schools.

Marvin Wielard, assistant

professor of computer science, recently reviewed a data structures textbook for MacMillan Publishing to help them determine whether to revise or discontinue the text.

Douglas De Boer, assistant professor of engineering, will be on a three-year leave of absence at the University of Colorado at Colorado Springs working toward a doctoral degree in electrical engineering.

Dr. Paulo Ribeiro was recently elected vice-chairman of the Siouland Power Engineering section of the Institute of Electrical and Electronics Engineers (IEEE). Ribeiro and David Rogers from North Dakota State University presented two papers at the 1991 National Conference of the American Society for Engineering Education held in New Orleans from June 16-19: "The New Engineering Educator Teaches Design" and "Integrated Use of Computer Software in Electrical Engineering Education."

Dr. Syne Altena, professor of physical education, had two fitness test reviews published in *Kirby's Guide to Fitness and Motor Performance Tests*. Members of his Tests and Measurements class assisted by testing grade school and college students.

Henry Duitman, assistant professor of music, will take a one-year leave of absence to continue work on a doctoral degree at Ohio State University.

Lorna Van Gilst, instructor of English, will begin a two-year leave of absence to work on a doctoral degree in English education at the University of Iowa.

Assistant professor of agriculture, **Dr. John Olthoff**, along with W. J. Boylan, had two articles published in the journal, *Small Animal Research*: "Growth Performance of Lambs From Purebred and Crossbred Finnsheep Ewes" (4:147-158) and "Carcass Merit of Market Lambs From Purebred and Crossbred Finnsheep Ewes."

Schaap and Grotenhuis collaborate on centennial anthem

"When people from different art forms come together each thinks it's incredible what the other can do."

It's been well over a year now since Dr. James C. Schaap wrote the words for the Sioux Center Centennial Anthem commissioned for this July's celebration. Although he has heard the music played on piano once or twice, he's eagerly looking forward to its performance by mass choir and brass quintet.

For Dale Grotenhuis the event will be slightly different but just as magical. As the composer, he knows how the anthem will sound, and he knows the words and music intimately, as only a conductor and composer can. But he is still impressed by the beauty and freshness of the text.

Both men are no strangers to having their works published or performed, but a certain magic occurs in the creative process when two artists collaborate.

"The exciting thing about working on a piece like this is that when people from different art forms come together each thinks it's incredible what the other can do," says Schaap. "The result becomes so much bigger than the individual parts."

Schaap, who has lived in Sioux Center since 1976, is a professor of English at Dordt College. Although not a native of Iowa, his heritage is similar to that of many Northwest Iowans. Raised in the Dutch Reformed community of Oostburg, Wisconsin, much of his writing grows out of the rural Dutch immigrant culture of the Midwest. He has published numerous books, including a novel, collections of short stories, and several devotional books.

Grotenhuis, originally from nearby Cedar Grove, Wisconsin, has taught music and directed the

choirs at Dordt College since 1959. He has composed nearly fifty published choral works, many of which have been commissioned. He is also the recipient of the McCowen Award of the Iowa Choral Conductor's Association for excellence in choral conducting.

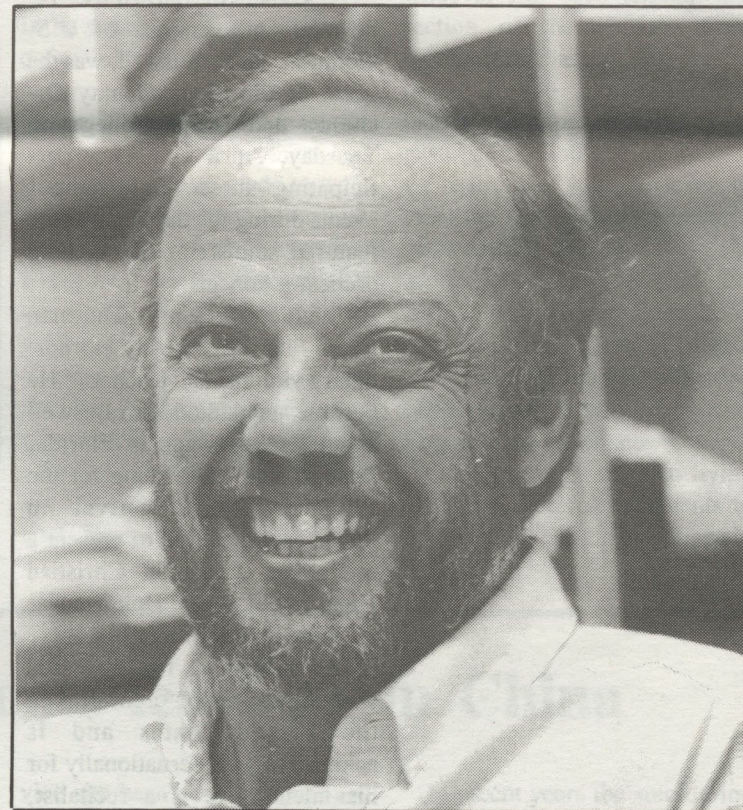
Schaap recalls the Saturday morning last February when he sat down to begin work on the "poem." Sitting at his computer and thinking about possible ideas, he began to laugh uproariously. "There were so many things to avoid, so much danger of writing sentimental mush. I knew I wanted to represent the history of Sioux Center without being syrupy and sentimental."

"Sioux Center is a town to which people came with a certain view of life. I wanted to capture the Calvinistic vision that God must be served in every area of our lives."

"But you can't describe a town on the prairie without evoking a sense of the seasons," he continues. The format ended up being almost like a hymn with four verses tied to the seasons and a refrain.

"It is wonderful," Grotenhuis says. "It's difficult to write for a specific occasion without being trite and narrow. This piece is neither. It celebrates one hundred years of life in Sioux Center, but it is also universal. It is some of the very best writing I have put to music."

The only problem Grotenhuis had with the text was that it was almost too long. "You can make a lot of music with only a few words," he says, smiling. "I didn't want it to get too long, but I didn't want to cut any of the text either."



His solution was to have one verse read by a narrator with accompaniment. The narration not only helps get through the text faster, it also creates an interesting contrast, giving color to the piece.

"The words are so suggestive of musical figures that it was sometimes tempting to get corny. Music must be descriptive, but it should not become a cliché. It must evoke fresh pictures," he says.

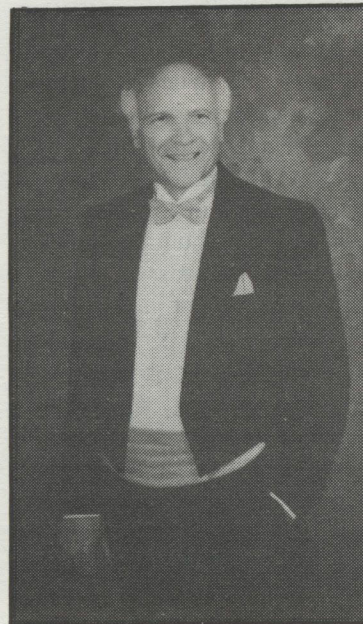
Schaap is fascinated with what Grotenhuis did with his poem. Images of prairie mornings, shimmering cottonwood leaves, rustling grain, brisk winds, drifting snow, and fresh grasses are all pictured in a kind of majestic tone poem. The repeating chorus gives a solid foundation to the piece, both confessionally and musically.

"The prairie's great arms open

wide to a place on the plains where faith can be heard in the prayers its people confide in a God who has listened for one hundred years, whose promises still may abide."

The thirteen-page anthem—still a little long as far as anthems go, says Grotenhuis—will be presented three times during the week-long centennial celebration to be held over the Fourth of July. Grotenhuis, who has put in more than 80 hours in composing and hand-copying the score, will be the director for the performances held during the opening ceremonies, the community worship service, and the closing ceremonies.

"I wrote a poem," says Schaap. "In the end it is much more than a poem; it is an anthem." □



Alumni notes

60s

Robert Vermeer ('66), chairman and CEO of Vermeer Manufacturing in Pella, Iowa, has been elected to membership on the Iowa Business Council. The 22 members help create jobs in Iowa through public and private partnerships and strive to improve Iowa's business and economic status.

70s

Jack Heinen ('75) became Director of Finance for Christian Reformed Home Missions on April 1.

Richard and Marsha (Vander Hart), '78) Caldwell live in Forest City, Iowa, with their sons Nicholas and Jeremy.

Peter and Rolinda Minnesma ('78) live in London, Ontario, where Peter teaches business and computer classes at London District Christian High School. Rolinda is at home with their children Steven, Lisa, and Daniel.

Bernie and Brenda (De Jong) Haan ('78,'79) recently had their fourth child, Bryce. His siblings are Brittany, Brandon, and Bethany.

Ken and Joanne (Kingma), '79) Haan live in Munster, Indiana, with their children Keith, Kevin, Kenny, and Kimberly. Ken works construction and Joanne is a homemaker.

Richard and Fern (Van Houten) Kobes ('79,'78) live in Hudsonville, Michigan, with their three children, Katie, Rachel, and Daniel. Rich recently transferred to the AC Rochester division of General Motors where he is Purchasing Supervisor for plants in Coopersville, Michigan, and in Austria.

Mike and Donna (Den Ouden), '79) Muilenburg live in Omaha, Nebraska. Mike works for IBM Corporation and Donna is home with Kelli, Scott, and Corey.

Jay Allen Kelderman ('74) is information system coordinator for the department of radiology at the University of North Carolina hospitals in Chapel Hill. He has worked at the hospital for 16 years.

80s

Jeff and Annette (Pol), '80) Wensley live in Fort McMurray, Alberta, with their children Stephen, Robert, and Sarah. Jeff is a Performance Analyst for Suncor Inc., and Annette is a homemaker.

Peter and Trudy (Kistemaker), ex'81) Schalk live in Cranbrook, BC, where Peter is a salesman for Kootenay Wholesale Ltd. Trudy has retired from legal secretarial work to stay at home with their children Stephen, Lindsey, Nicholas, and Christopher.

Garret and Wendy (Bouman), '81) Brouwer live in Surrey, British Columbia, with their children, Peter, Daniel, Jeffrey, and Rachel.

Tim De Jager ('81) recently graduated from the University of Toronto with a Ph.D. in the History and Philosophy of Science. He successfully defended his dissertation, "G.R. Treviranus (1776-1837) and the Biology of a World in Transition" on January 14, 1991. Tim has taken a two-year post as research assistant at the University of Manchester in England, where he is researching the history of plant-breeding research in England.

Viet Ngo and Ngocchuc N. Hua (ex'81) live in Edgewater, Colorado where Viet Ngo works for Data Ray as an associate engineer and attends the University of Colorado at Denver part-time. The Huas have three children: Minhnam, 6, Gwenann, 3, and Viann, nine months.

Tim and Jana (La Brenz) Van Dam (ex'82,'81) live in Manhattan, Montana, with their children Jacob, 5, Bethany, 3, and Rebecca. Tim is the parts manager at Churchill Equipment and Jana is a full-time homemaker.

Art and Hilda (van Gyssel), '82) Dykstra live in Ponoka, Alberta, where Art manages a hog farm and Hilda babysits at home. Their children are Cathlyn, Courtenay, Jamie, Caryn, and Camille.

Keith and Pamela Eiten ('82) live in Pella, Iowa, with their two chil-

dren, David, 3, and Katharine. Keith is Acquisitions and Serials Librarian at Central College, and Pamela teaches private piano and voice lessons.

David Vander Schaaf ('82) was recently named Vice President of Operations at St. Clare Hospital in Baraboo, Wisconsin. He will be administratively responsible for diagnostic and support services and programs as well as product line management at St. Clare. He and his wife **Diane (Schurman)**, '83) live in Baraboo with their children Danielle and Justin.

Jim and Judy (Gritter) Kleinwolverink ('82,'82) live in Sheldon, Iowa, with their children Jordyn, Jori, and Jenna.

Marty and Evie (Brouwer) Kooistra ('91,'82) have recently moved to Sioux Falls, South Dakota, where Marty serves as the executive director for Habitat for Humanity of Greater Sioux Falls. Evie is now full-time home manager.

Harlan and Dawn (Kooiman) Tinklenberg ('83,'83) live in Edgerton, Minnesota, with their children Kelsey, 3, and Jade. Harlan is assistant manager at Country Lumber, and Dawn is the medical records secretary at Edgebrook Rest Center.

Helene (Haringa) Buys ('83) recently graduated from Azusa Pacific University with a bachelor's of science in nursing. She was presented with the school's Della Blackburn Inspirational Award which honors someone who exemplifies Christian values in daily life, provides inspiration to nursing students, and demonstrates Christian values and excellence in nursing practice. Helene, her husband, Wendel, and their new son, Joel, live in Corona, California.

Randy and Ruth (Schurman) Van Beek ('83,'83) live in Lansing, Illinois, with their sons Ryan, 2, and Jeffrey. Randy is communications director at The Bible League, and Ruth is a homemaker.

Keith and Cindy (Ripperdan), '84) Kerstetter make their home in Minneapolis, Minnesota. They both work in a large church; Keith is the administrator, and Cindy is the drama coordinator and production manager.

Theodore Vander Wel ('85) is an attorney in Bellvue, Washington. He is also president of the local section of the Rutherford Institute.

Fred and Amy (Batelaan) Verwoerd ('85,'85) live in Bowmanville, Ontario, with their children Esther, Christine, and Julie.

Tim Geurkink ('86) teaches at North Florida Christian School. His wife, Deanne, attends the University of Florida Medical School. They live in Tallahassee, Florida.

Wilma (Nienhuis) Rauwerda ('86) lives in Victoria, British Columbia, with her husband, Ken. She works as a secretary in the music department at the University of Victoria.

Rodney and Margaret (Valkema) Veenstra ('86,'86) live in Alexandria, Virginia. Margaret is home with their new daughter; Rodney works as a budget analyst with the United States Justice Department.

Paul and Lora (Mulder), '88) Vis recently moved to Hull, Iowa, with their sons Nathan and Derek. Lora is working part time as a social work consultant for Pleasant Acres Nursing Home in Hull and as a social worker for Hospice of Sioux County. Paul is a truck driver for Rock Valley Cement, Block and Tile.

Future Defenders

James and Florence (Vis) Mahaffy ('70,'76), Ruth Lynnae, 1/31/91. Don and **Glenda (Visser)**, '76) Schuessler, Joseph Alan, 3/29/91. Richard and **Marsha (Vander Hart)**, '78) Caldwell, Nicholas James, 2/25/91.

Peter and Rolinda Minnesma ('78), Steven Peter, 11/4/90.

Ken and Sherri Stap ('78), Klayton Jelte, 2/22/91.

Bernie and Brenda (De Jong) Haan ('78,'79), Bryce Daniel, 4/25/91.

Pete and Maria (de Leyer) Van Velzen ('79,ex'81), Kristi Jean, 11/9/90.

Ken and Joanne (Kingma), '79) Haan, Keith Herman, 7/29/90.

Mike and Donna (Den Ouden), '79) Muilenburg, Corey William, 8/22/90.

John and Aleeda (Schaap) Vis ('79,'80), Larissa Kay and Janine Marnae, 12/5/90.

Randy and Vickie (Mouw), '80) Reyburn, Angela Christine, 4/23/91.

Jeff and Annette (Pol), '80) Wensley, Robert Michael, 2/21/91.

Garret and Wendy (Bouman), '81) Brouwer, Rachel Joy, April 3, 1991.

Tim and Lori (DeVries), '81) Brinkerhoff, Joshua Timothy, 4/28/91.

Doug and Gail (Tinklenberg), '81) Achterhof, Nathan Douglas, 7/30/90.

Rod and Barbara (van Gyssel), '81) Venhuis, Amberly Joy, 2/15/91.

Peter and Trudy (Kistemaker), ex'81) Schalk, Stephen Patrick, 7/27/90.

Tim and Jana (La Brenz) Van Dam (ex'82,'81), Rebecca Rene, 4/27/91.

Casey and Pearl (Jongsma) Ovinge (ex'81,'82), Kristen Noelle, 11/2/90.

Daryl and LaVonne (Warntjes), '82) Den Besten, Jennifer Ellen, 5/3/91.

Keith and Pamela Eiten ('82), Katharine Grace, 1/25/91.

Jim and Judy (Gritter) Kleinwolverink ('82,'82), Jordyn Austin, 3/25/91.

Art and Hilda (van Gyssel), ex'82) Dykstra, Cathlyn Marsha, 2/7/91.

Bill and Darci (Schonewill) Dreise ('82,ex'83), Taylor William, 11/2/90.

Marty and Evie (Brouwer) Kooistra ('91,'82), Amanda Lyn, 10/4/90.

Harlan and Dawn (Kooiman) Tinklenberg ('83,'83), Jade Ryan, 4/7/91.

Randy and Ruth (Schurman) Van Beek ('83,'83), Jeffery Randall, 4/20/91.

Mark and Mary (DeWit) Borger ('83), Jennifer Marie, 10/10/90.

Dennis and Cathy Lane ('83), Andrea Rochelle, 2/8/91.

Wendel and Helene (Haringa), '83) Buys, Joel William, 4/8/91.

Keith and Cindy (Ripperdan), '84) Kerstetter, Samuel Taylor, 4/3/91.

Brent and Kay (Janssen) Veldkamp ('84,'88), Simon Brent, 5/4/91.

Brian and Sharon (Elgersma) Bevaart ('85,'84), Rebecca Jane, 3/6/91.

Fred and Amy (Batelaan) Verwoerd ('85,'85), Esther Nicole, 12/31/90.

Robert and Rachelle Wiersma ('85), Alexis Rachel, 1/17/91.

Rollin and Tessa Evink (ex'86), Greta Janeen, 5/7/91.

Brian and Kim Ede ('86), Jessie Lee, 3/28/91.

Rodney and Margaret (Valkema) Veenstra ('86,'86), Rachel Carlin, 11/19/90.

Terry and Jill (Brue) Friend ('86,'88), Nathan Andrew, 2/7/91.

Calvin and Sandra (Meyerink) Vaags ('87,'87), Jonathan Henry, 2/8/91.

Kevin and Michele (Bulthuis), '87) Boer, James Peter, 4/15/91.

Arlyn and Camela Van Vugt ('88), Erica Joy, 3/27/91.

Sheldon and Julie (Iedema) Schelling ('89,'90), Tyler Cornelius, 4/27/91.

Kathy Nawyn ('88) received her M.A. in modern European history from American University in May 1990. She nows works in Washington, D.C., for History Associates Incorporated, a research and records management firm.

Kristi (Van Zee) Westra ('88) received her master of social work degree from the University of Washington on June 14, 1991. She now works as a child and family therapist with Luther Child Center in Seattle, Washington.

Marriages

Hendrik Leyendekker and Geri Tjaarda ('84), 6/15/90.

Tim Geurkink ('86) and Deanne Peters, 8/18/90.

Robert Heitmeyer ('89) and Amy Floyd ('86), 6/2/90.

Rick Ebberts ('87) and Gwen Burggraaf ('89), 9/1/90.

Ron Fedders ('91) and Margaret Scholman ('89), 7/28/90.

CORRESPONDENCE CLIPPING

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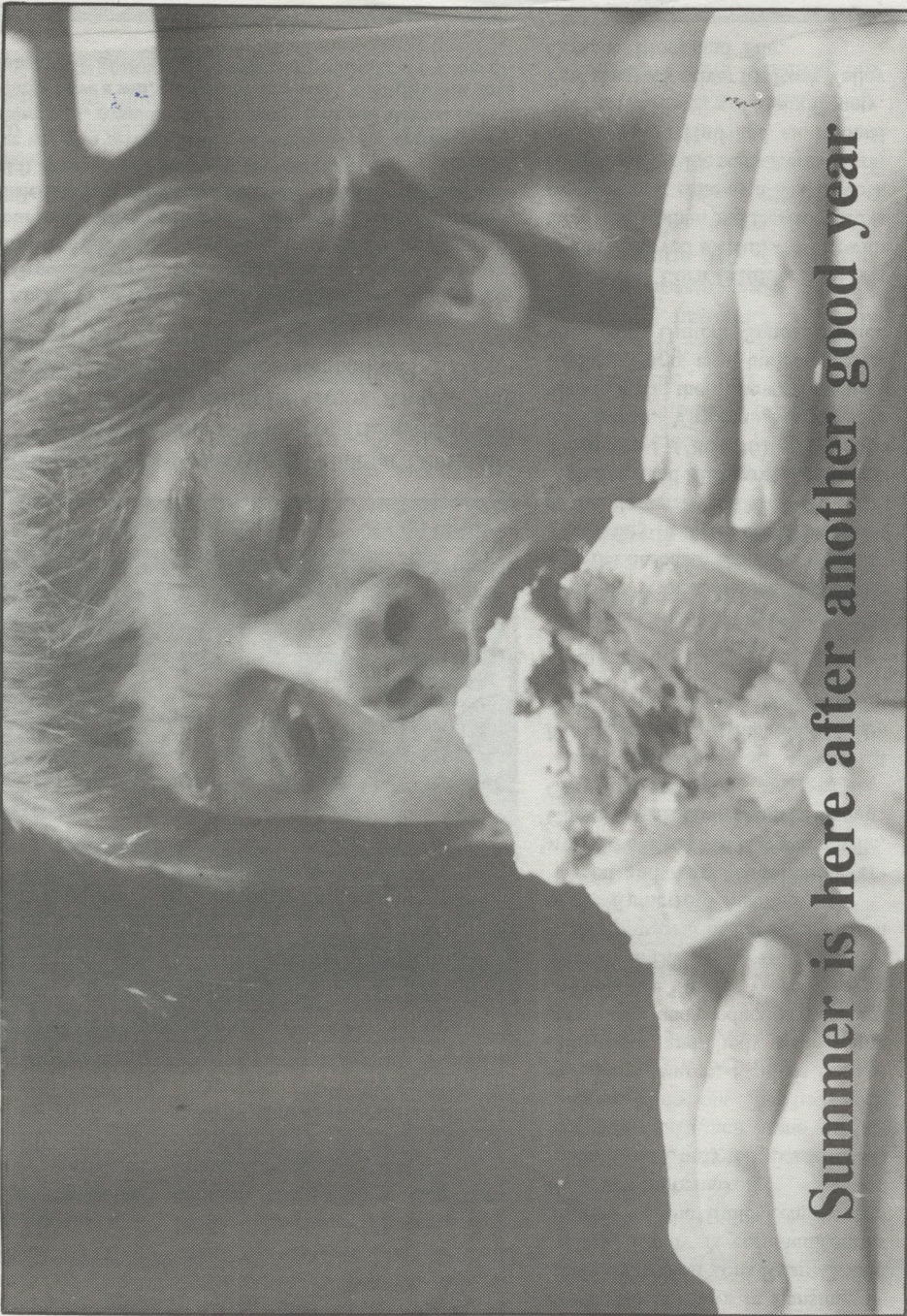
News Items/Suggestion(s) _____



The women pictured above were roommates while at Dordt and graduated in 1987. "We have become a family of friends that will last all of our lives," writes Elaine (Dykstra) De Groot. After getting together in August of 1990 in California, they planned their next reunion for the summer of 1995 in Colorado Springs.

Pictured: Kevin and Angela (Van Buren) Haan, South Holland, Illinois; Roy and Elaine (Dykstra) De Groot, Anacortes, Washington; Jim and Doreen (Brouwer) Broek, Escondido, California; Marcia (De Vries) DeRousse (Mike is not pictured), Ripon, California; Wilbur and Cathy (Vander Wel) Brouwer, Colorado Springs, Colorado; Mark and Elsie (De Jong) Bousma, Escondido, California; and Pete and Audrey (Kraayeveld) Brouwer, Vancouver, Washington.

Elaine adds that there are also several future defenders in the group. Kevin and Angela have two daughters, Amanda and Brittany; Jim and Doreen have a son, Joel; Wilbur and Cathy have a son, Christian; and Mark and Elsie will have their first child in October.



Summer is here after another good year

Chemistry receives
equipment grant

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Spending a
semester in
Latin America

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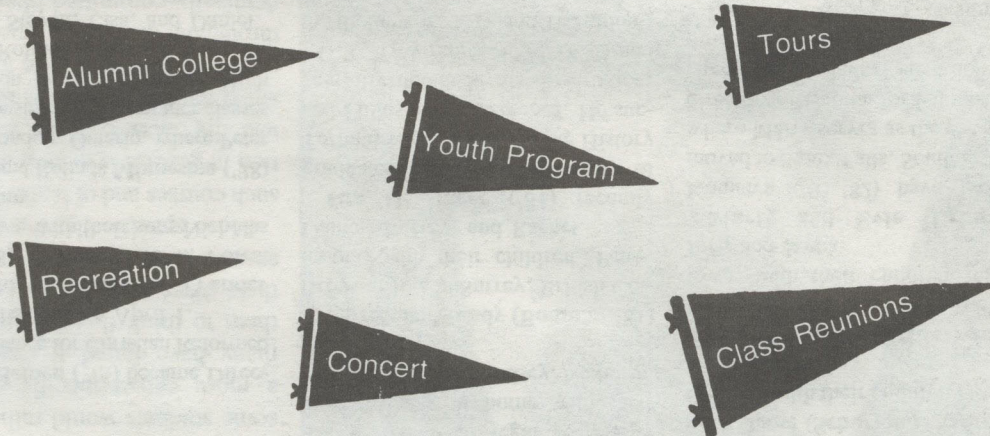
Commencement
1991

Silly Hats and
Funny Bathrobes:
A Tribute to God's
Strength to Love

page 3

R & R in August

It's not just a reunion anymore



Plan to attend our first all-alumni weekend

August 9 - 11

Special reunions for classes of '66, '71, '76, '81

For more information call: 712-722-6020

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Send address corrections and correspondence to VOICE, Dordt College, Sioux Center, IA 51250.

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